

V.54⁴

duc

SERIALS ACQUISITIONS
STATE UNIVERSITY OF
IOWA LIBRARIES
IOWA CITY IOWA 9-58

CTA
Journal

UNIVERSITY OF IOWA
APR 16 1958
LIBRARY

APRIL 1958



Gifted pupils will be the scientific leaders of tomorrow.



More Coverage, Less Cost for CTA home owners!

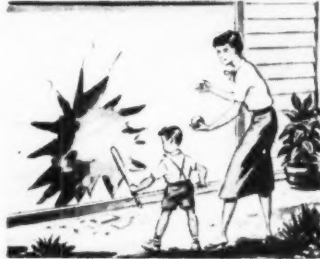
YOU GET *all five* basic home coverages in the convenient CTA-approved Fire Insurance Package policy, yet your cost may be no more than you now pay for fire protection alone!

The average CTA member-home owner has \$10,000 fire insurance with the usual extended coverages on his dwelling and \$3,500 on its contents. For this 12-way protection he pays a 3-year premium of \$92. Nineteen-way protection (7 extra coverages) with a CTA-approved policy, would cost the same teacher only \$88 after dividend! Comparable insurance with 5 non-CTA policies would cost about \$146. Thus the average CTA saving is \$58, or 40 per cent of standard rates! *TENANTS may buy all except dwelling coverages at proportionate savings.*

SEND NOW—DON'T WAIT!!!

Even if your fire insurance does not expire soon, mail coupon NOW for advance quote giving you ample time to compare costs.

FOR IMMEDIATE COVERAGE phone collect:
Los Angeles: MA 6-1461; San Francisco: SU 1-2600



★ FIRE — DWELLING

1. Fire. 2. Smoke. 3. Explosion. 4. Non-owned Vehicle Damage. 5. Windstorm. 6. Vandalism. 7. Lightning. 8. Hail. 9. Riot. 10. Debris Removal. 11. Added Living Expenses. 12. Falling Aircraft.

★ FIRE — CONTENTS

All dwelling coverages, as above, for your personal property, including furniture, silverware, glassware, clothing, luggage, cameras, sports equipment, appliances. Also jewelry, furs, cash.

★ THEFT: HOME & AWAY

13. Burglary, larceny, robbery, theft (including from unattended locked automobile).
14. Damage to dwelling or contents caused by theft or attempted theft.

★ PERSONAL LIABILITY

15. Liability for accidents such as injuries caused by your children, pets, sports activities.
16. Professional liability.
17. Medical expenses.
18. Costs of Defense.

★ GLASS BREAKAGE

19. Insures your home against glass breakage from any cause, including earthquakes. Covers windows, glass doors, transoms, built-in mirrors.

CUT OUT AND RETURN TODAY

CALIFORNIA CASUALTY INDEMNITY EXCHANGE — TEACHERS PLAN • 417 South Hill Street, Los Angeles 13 • 22 Battery Street, San Francisco 11

Please mail your exact premium and estimated savings for comprehensive protection on my particular property with the new, CTA-approved FIRE INSURANCE PACKAGE policy for home owners and tenants. *This request does not obligate me to become a policyholder.*

Teacher's Name _____	Spouse's Name _____	
School Name _____	School City _____	School Phone _____
Present Mailing Address _____	City _____	County _____
Location of Property To Be Insured (if same as Mailing Address, write "same") _____		Home Phone _____
Building Construction: Roof: <input type="checkbox"/> Shingle <input type="checkbox"/> Comp- osition <input type="checkbox"/> Other (describe) _____	Walls: <input type="checkbox"/> Frame (wood) <input type="checkbox"/> Brick <input type="checkbox"/> Other (describe) _____	
If all persons permanently residing in your household are non-smokers, please check here <input type="checkbox"/>	Insurance now carried in California Casualty Teachers Plan: <input type="checkbox"/> None <input type="checkbox"/> Comprehensive <input type="checkbox"/> Auto <input type="checkbox"/> Personal Liability <input type="checkbox"/>	Teacher's Professional <input type="checkbox"/>

HOME OWNERS (OR BUYERS) COMPLETE THIS SIDE

Date Present Dwelling Fire Policy Expires _____

Value of Dwelling Building (If no policy, write "None") _____

(Amount of Insurance Desired) \$ _____

Dwelling within city limits? Yes ☐ No ☐ Names of Main Cross Streets _____

If you are in a Special Fire District, please give its name _____

Ownership of Dwelling: Fully Owned ☐ Cal. Vet. ☐ G.I. ☐ FHA ☐ Other ☐

TENANTS (RENTERS OR LESSEES) COMPLETE THIS SIDE

Date Present Personal Property (Contents) Policy Expires _____

Value of Personal Property (If no policy, write "None") _____

(Amount of Insurance Desired) \$ _____

I live in (check one): Private ☐ Apartment ☐ Other ☐

Number of Living Units _____

In Building: 1 to 4 ☐ (If over 4, show number of units _____)

Does the building contain any Business Premises (stores, shops, etc.)? Yes ☐ No ☐

ESSENTIAL!

CALIF 693 Su Phone

ARTHUR J. Wilson Vivian L. Margare

DIRECTOR published correction staff perso

MEMBERS payable fo

SUBSCRIPT to May), members lions at S

CHANGE O departme normal de addresses. proper spe receipts.

MANUSCRI are invite return or editor. O fornia Tea on good t five illustr

PUBLICATI available (except 10 orders of \$

JOURNAL in CTA less than and delive

book stock production single pag sides of si sheet, fold

Quantity 100 200 300 400 500 1000 Add'l 1000

THOUS editions it's all b sons wh master c Journal Records mailing. his summ year—an avoided i the summ will be . address. give bot

CTA Jour Association and Augu San Fran Copyright to reprodu listed in of Americ Entered a 23, 1906, Advertisin National Michigan

CTA J

CALIFORNIA TEACHERS ASSOCIATION

693 Sutter Street, San Francisco 2, Calif.

Phone PRospect 6-4110

ARTHUR F. COREY, Executive Secretary

J. Wilson McKenney, Editor

Vivian L. Toewe, Advertising Manager

Margaret F. Atkinson, Art Director

DIRECTORY OF OFFICERS: A full page listing of CTA officers and staff is published in *CTA Journal* alternate months. Addresses are kept current; corrections are invited. Correspondence should be directed to officer or staff person concerned.

MEMBERSHIP DUES in CTA are \$22 a year, including Section and State, payable for the calendar year. Dues include subscription to *CTA Journal*.

SUBSCRIPTION to *CTA Journal* for non-members is \$2 a year (September to May), foreign subscriptions \$3 a year. Group subscriptions to board members and lay leaders may be ordered by CTA-chartered local associations at \$1 per year for each.

CHANGE OF ADDRESS: Members are requested to notify Membership Records department, CTA, 693 Sutter St., San Francisco 2, at least a month before normal delivery date for change of address, stating both old and new addresses. CTA Building Representatives are requested to note carefully proper spelling of name and correct mailing address on original membership receipts.

MANUSCRIPTS, photographs, cartoons, and special art on educational subjects are invited but the publisher of *CTA Journal* assumes no obligation for return or compensation. All correspondence should be addressed to the editor. Opinions of writers do not necessarily reflect policies of the California Teachers Association. Currently in demand are how-to-do-it articles on good teaching practices and original cover art (abstraction or conservative illustration) created by classroom teachers; query to editor invited.

PUBLICATIONS: Descriptive folder and order blanks on CTA publications available on request. No charge to members for first copy of most titles (except 10c postage and handling). Twenty percent discount on consolidated orders of \$5 or more.

JOURNAL REPRINTS: Black and white offset reprints of articles appearing in *CTA Journal* may be ordered at prices listed below. No order for less than 100 copies. Allow two weeks for delivery. Sales tax, wrapping, and delivery charges will be billed extra. Printed on white 24 lb. offset book stock. Orders for reprints should be addressed to *CTA Journal*; production and billing by San Francisco commercial firms. (1) is price for single page, printed one side of sheet; (2) is two pages, backed-up on both sides of single sheet; (3) is three or four pages on both sides of 11x17 inch sheet, folded:

Quantity	(1)	(2)	(3)
100	\$ 6.40	\$11.30	\$24.00
200	7.05	11.60	25.80
300	7.70	11.90	27.45
400	8.35	12.20	29.15
500	9.00	12.50	30.90
1000	11.95	14.00	34.60
Add'l 100s	.65	.40	2.10

THOUSANDS OF COPIES of September and October editions of *CTA Journal* will be undeliverable next fall. And it's all because of improper addressing. Conscientious persons who go away for the summer notify their local postmaster of temporary change of address. When September *Journal* is mailed, the post office sends CTA Membership Records office a correction, which appears in the October mailing. By this time the conscientious person has notified his summer postmaster of a proper address for the school year—and the mailing plate is changed again. *Loss can be avoided by mailing a postcard to CTA in San Francisco during the summer stating "My permanent address next school year will be . . .".* Your September *Journal* will be mailed to that address. In all correspondence of this kind, it is wise to give both old and new address for positive identification.

CTA Journal is the official publication of the California Teachers Association. It is published the first of each month except June, July, and August by the California Teachers Association, 693 Sutter St., San Francisco 2, California.

Copyright 1958 by the California Teachers Association. Permission to reproduce any portion must be granted in writing. Contents are listed in Education Index. Member of Education Press Association of America.

Entered as second-class matter at San Francisco postoffice January 23, 1906, under Act of Congress of March 3, 1879.

Advertising office: 693 Sutter Street, San Francisco 2, California. National representative: State Teachers Magazines, Inc., 307 No. Michigan Avenue, Chicago 1, Illinois.

CTA Journal, April 1958

CTA Journal

Volume 54, Number 4

April, 1958

EDITORIALS

- 5 The Key to Professional Status: Higher Standards Arthur F. Corey
- 44 editorial postscript J. Wilson McKenney

ASSOCIATION ACTIVITIES

- 4 Calendar of Coming Events
- 6 Administrators Answer Critics
- 7 CTA's New Education Center Walter Maxwell
- 8 Changes in Teacher Retirement Ralph R. Nelson
- 9 Retirement Questions Answered
- 10 Federal Funds Asked for Schools Mary Jo Tregilgas
- 11 Group Life Plan Grows Fast
- 14 What I Want to Know Is . . . Harry A. Fosdick
- 26 Letters from Readers
- 31 Starrett Joins Staff, Williamson to Move

ARTICLES OF PROFESSIONAL INTEREST

- 12 How to Outfigure Sputnik Garford G. Gordon
- 15 Fresno State Campus Dedication
- 16 California Schools Teach American Way of Life
- 17 They Also Serve Lyle Siverson and Ed Ritter
- 18 How to Attract Beginning Teachers Henry C. Hall
- 19 To Improve High School Teaching of Math Howard F. Fehr
- 20 A Botanist Tends His Plants Peter Thomas Conmy
- 22 Institutes Become An Institution Delwyn G. Schubert
- 23 Full Employment May Be the Answer T. C. Coleman

NEWS

- 2-34 From the Field (California news summary)
- 3 Education U.S.A. (National news summary)

MISCELLANY

- 11-19-24 Cartoons by Joel Dvorman
- 13 Cartoon by Les Landin
- 29 Cartoon by Bill Knowlton
- 35 New Books on Review
- 39 Bulletin Board
- 40 Audio-Visual Aids H. Barret Patton
- 43 Yours for the Asking

OUR COVER—That academically talented pupils in American high schools will find new opportunities in the study of science is widely indicated in recent surveys of secondary curricula. The photograph on our cover this month, provided through the courtesy of Dr. George V. Hall, editor of Curriculum Digest, San Diego City Schools, shows a group of San Diego high school students setting up a device for the measurement of elasticity in metals. San Diego city schools began a program in 1949, now developed to include identification, enrichment, promotion, guidance, and scholarship counseling for the gifted.

FROM THE FIELD

... statewide professional news

► **GRAND ISLAND** district, Colusa county, has highest *beginning* teacher's salary in state: \$5124. Local association-proposed schedule of \$5100 minimum was adopted at NEEDLES March 19.

► **AURORA BOREALIS**, new monthly bulletin produced by Executive Secretary F. McElwain Howard for Northern Section leaders, announces that Architect John Harvey Carter has been commissioned to complete plans for a 2500-square-foot Section headquarters building. The new Section home will be located on recently-acquired land east of Sacramento.

► **DISCRIMINATION** in employment of certificated employees will be studied by a commission recently appointed by the state board of education under authority of Section 187 of the Education code. First meeting at CTA headquarters considered problems of race and religion in employment of teachers, recommended to Assembly Ways and Means committee a tentative budget of \$19,414 for staff.

► **INTERNATIONAL** Council for Exceptional Children, California Federation, will meet at San Diego May 2-3 with the theme "Let's Look At the Ledger." Psychologist Edgar A. Doll will be chief speaker. The eight-year-old federation has the largest membership in the parent ICEC organization. Southern sections of California Speech and Hearing Association and the Oral Education Association will meet at the same time and place.

► **OVERLAND MAIL** centennial will be celebrated September 16 to October 10 when a caravan leaves Tipton, Missouri and journeys to San Francisco along the century-old Butterfield Stage Line. Many California teachers will use this event as a dramatic theme for study of transportation history in the west. Details from Ben F. Dixon, Box H, San Diego 10.

► **PALM SPRINGS** unified district reports the highest average teacher salary for Riverside county—\$6227. Tiny Desert Center reported a current average of \$5911, about \$10 a month higher than the average for the state. The county's enrollment gain is 11 per cent over last year (up to 55,042) with 3,696 still on double session.

► **SCHOOL YEAR** of 183 teaching days has been proposed for 1958-59 by San Diego county superintendent of schools.

► **ASSEMBLYMAN SHERIDAN HEGLAND** of LaMesa was presented the Phi Delta Kappa "Lay Citizen's Award for 1957" as the San Diego county layman who made the greatest contribution to public schools last year.

► **ELEMENTARY TEACHERS** of Los Angeles spurned a move to merge teacher organizations of the city, overwhelmingly voting to maintain LAETC. Of the 13 associated teacher organizations in the city, three are CTA-chartered: elementary teachers, high school teachers, and elementary administrators.

► **CTA MEMBERSHIP** for 1958, as of March 15, was 89,389. This figure represents an increase of 2,519 over the 86,870 recorded on the same date for 1957. Every Section has shown substantial gain over last year. Peak membership, reached last September, was 93,449. It appeared that the expected decline because of dues increase will not materialize. NEA membership February 27 was 44,946.

► **CTA's STATE COUNCIL** of Education will hold its annual meeting April 11-12 at Asilomar, conference center near Monterey. Legislation will not be a major study at this session but reports of expanding CTA services are expected to be profitable and interesting.

► **HIGHEST CONCENTRATION** of course enrollment in California public high schools during 1956-57 was in English, social studies, mathematics, business, and science, according to an analysis made by bureau of secondary education, State Department of Education.

► **OBJECTIVES** of an elementary school science program, according to Dr. Melville Homfeld, superintendent of Menlo Park school district (as reported in *School Board Journal* for February) should be: (1) keep children curious (2) start with a question (3) teach the scientist's way (4) travel the high road of the child's interest (5) improve the child's scientific eyesight and (6) sharpen the student's skill.

► **APPLICATIONS FOR CHARTER** approved by CTA board of directors include: No. 577, Goleta District Teachers Association, Santa Barbara county; No. 578, Association of Cypress Teachers, Orange county; No. 579, Berryessa District Teachers Association, East San Jose, Santa Clara county; No. 580, Livermore High School Teachers Association, Alameda county.

► **FAMILY LIFE** education workshop, sponsored by CCPT for the sixth year, will be held June 23 to July 3 at College of the Pacific, Stockton. Deadline May 10 for applications to dean of summer sessions, COP. CCPT will also co-sponsor with state department of education, UCLA, and California Council of Adult Education a workshop on leadership training in parent education at University of California, Goleta (Santa Barbara), July 17 to 26. Deadline for admission forms May 12, CCPT, 300 West 21st St., Los Angeles 7.

► **AGRICULTURAL** teachers of California—more than 450 of them—will meet at "The Farm" of California State Polytechnic College for 1958 summer conference June 25-27. Exhibits and demonstrations will feature the CATA meeting.

► **A TEACHER PLACEMENT** office was established February 1 at the Davis campus of University of California as 30 candidates for the general secondary credential completed their work in the college of letters and science.

► **NEW MEMBERS** of CTA's Commission on Teacher Education announced last month are: Dr. J. Marc Jantzen, dean of the school of education at College of the Pacific, Stockton; Mrs. Carol R. Grimm, Long Beach first grade teacher; and Wilbert Bolliger, chemistry teacher at Pomona high school. The nine-member Commission is concerned with recruitment and selection, education and certification, and accreditation of teacher education institutions. The new members begin three-year terms.

EDUCATION, U.S.A.

national professional news

► **POSTAL COSTS** for non-profit educational publications would be affected by HR 5836, which had completed Senate hearings and was due for conference committee late last month. Reclassification would lump school publications with commercial magazines. Book classification would be broadened (4c first pound, 1c each additional pound) to include films and recordings from schools and non-profit organizations.

► **NATIONAL MAGAZINES** recently publishing significant educational news include: *McCall's*, March, announced selection of Jean Listebarger, Iowa second-grade teacher, as its seventh Teacher of the Year, used a two-page spread to describe her popular teaching methods. Winner and eight runner-ups were all NEA members. *Reader's Digest*, March, contained an article by Frances Rummell describing George Washington high school in San Francisco, where students win top scholastic grades as well as athletic championships. *Redbook Magazine*, March, published an article by Harry Henderson entitled "How to Help a Gifted Child". It deals with the mental, emotional, and physical characteristics of gifted children, shows how they may be identified. February issue of *Redbook* also contained an editorial on "The Kind of Education Our Children Need" and a Carl Rowen article on integration, "We Led Our Children Into Trouble."

► **JOINT COMMITTEE** of Magazine Publishers Association and NEA will have the third in a series of meetings April 3 to highlight facets of the teacher supply problem. A February meeting in New York summed up science education for more than 50 educators and editors of top-circulation magazines. The all-star educator panel included Arthur F. Corey of CTA.

► **"PROGRESS AND SECURITY of the U.S., indeed of the entire free world, depends very heavily . . . upon the strength of American education,"** said H. Rowan Gaither, Jr., in "Satellites, Schools, and Survival", the NEA film now sweeping the country.

► **LIFE Magazine** began a series of articles last month covering many areas of education with exciting photo-journalism. March 24 was a story comparing a Russian student with an American youth. Others will show how teachers inspire pupils, how science is made attractive. The series continues into Teacher Career Month—April—providing a backdrop to local observance of critical supply problems.

► **STAFF ASSOCIATES** for Midwest Administration Center, University of Chicago, are being selected. Candidates with an MA, fulfilling requirements for Ph.D. degree, under 35 years of age, with interest and ability in research and writing and promise in educational ad-

ministration, may receive two-year appointments. Information from MAC, 5835 Kimbark Ave., Chicago 37, Ill. ► **DR. JOHN J. THEOBALD**, New York deputy mayor and president-on-leave of Queens College, Flushing, N.Y., will succeed retiring Dr. William Jansen as superintendent of the largest school system in the world, New York City.

► **ADULT EDUCATORS** will kick off a national campaign to draw attention to continuing need of education for adults with an institute at Princeton, N.J., April 13-18. This will be first time National Association of Public School Adult Educators (NAPSAE) will meet to discuss mutual problems.

► **CLASSROOM TEACHERS NATIONAL CONFERENCE** is set for Bowling Green State University in northwest Ohio July 6-18. A varied professional and cultural program is being planned. A \$75 fee will cover conference program, board, living accommodations, and incidentals; advance enrollment is open.

► **STATE ASSOCIATION** professional staff personnel will meet with National Association of Secretaries of State Teacher Associations at Baldwin-Wallace College, Berea, Ohio (in the suburbs of Cleveland), June 26-28. The day after adjournment staffmen will move ten miles east to register for NEA Convention.

► **EDUCATIONAL SECRETARIES (NAES)** will hold a summer workshop at the University of Colorado in Boulder July 7-18. Registrations before June 1 to Glenn Jensen, University of Colorado. Tuition: \$30 for two weeks; \$20 for one week.

► **SMORGASBORD** experience is the description used in promoting the convention of NEA's Department of Audio-Visual Instruction (DAVI) set for April 21-25 in Minneapolis. There will be "something for everybody", including idea swap shops, how-to-do-it sessions, and field trips.

► **MAXIMUM SALARIES** have increased more than minimums over the past four years, says NEA Research. In cities of 500,000 or more population median of top maximum increased \$1150; medium of minimums was up \$600. In cities of 100,000 or more median top gain was \$870, minimum up \$606.

► **BEA GUDRIDGE**, assistant director of NEA Press and Radio Relations, in San Francisco for AASA convention, says, "A school without a public relations program is like a man winking at a girl in the dark—he knows what he's doing, but she doesn't. Too many teachers and administrators hide their schools under a bushel and think it only the natural thing to do. This keeps the public in the dark about schools, which doesn't mean sudden death but the odds for thoughtful, continued public support under such circumstances are not good."

► **DR. T. M. STINNETT**, executive secretary of NEA's TEPS Commission, says that "27 states report a trend toward less specificity in certification requirements. The most impressive trend is the reduction in the number of separate-name certificates issued. Twelve states now issue five or fewer separate-name certificates."

► **CONGRESSIONAL INTEREST** in education has never been higher, reports *Better Schools*, but paradoxically, there is little hope in Washington that enough votes can be mustered to pass some form of legislation supporting education at this session.

Salary Consultants Are Ready to Help

THIRTY salary consultants for CTA have completed their instruction and orientation and are now available to help local associations in California to work out salary schedule and budget problems.

For several years most technical advice on salary matters has been provided by staff personnel from the CTA Research department in San Francisco. Limited manpower and increasing demand, however, made it necessary to expand the service by employing part-time competent leaders to assist CTA Field Service representatives. This was made possible this year for the first time when the six Sections underwrote the additional payroll and travel expense.

Requests for consultation service should originate with presidents of chartered local associations and should be directed to the executive secretary of the appropriate Section.

Here are the names of the consultants who were ready for call early last month, as well as Field Representatives and Section staff available for salary counseling:

SOUTHERN SECTION

Robert Addington, CTA-SS, Los Angeles

Ted Bass, CTA, Los Angeles

Lloyd Nelson, Los Angeles

Selmer Ostlie, CTA-SS, Los Angeles

James Williamson, CTA, Los Angeles

BAY SECTION

Oscar Anderson, San Francisco

Lewis Clohan, San Jose

David Florell, San Francisco

John Muir, CTA-BS, Burlingame

Hugh Page, CTA-BS, Burlingame

CENTRAL SECTION

Robert Asnard, Madera

Leonard Curtis, Rancho Cordova

Melvin Farley, CTA-CS, Fresno

Norman M. Gould, Madera

Adrian Van Herwynen, Greenfield

Bruno Merz, CTA, Fresno

Fritz Rollins, CTA-CS, Bakersfield

Grant W. Jensen, Bakersfield

Clyde M. Wilcoxson, Porterville

CENTRAL COAST SECTION

U. S. Alley, Pacific Grove

Edward Hill, Santa Cruz

Alvin E. Rhodes, San Luis Obispo

Dean W. Ross, CTA-CCS, Santa Cruz

NORTH COAST SECTION

LaMar L. Holmes, Arcata

Donald F. Strahan, Arcata

CALENDAR of coming events

APRIL

6-12—NEA, International Council for Exceptional Children; international convention; Kansas City, Mo.

8—Representatives of CTA affiliates; San Francisco.

8-11—National Catholic Education Assn.; 55th annual convention; Philadelphia.

9-12—NEA, National Council of Mathematics Teachers; 36th annual meeting; Cleveland.

10-12—California Council on Teacher Education; Miramar Hotel, Santa Barbara.

10-12—AAHPER, NEA, southwest district convention; Salt Lake City.

11-12—CTA STATE COUNCIL MEETING; Asilomar.

12—CTA state board of directors; Asilomar.

16-18—California Assn. of Public School Business Officers, annual convention, Biltmore Hotel, Los Angeles.

17-18—Council for Home Economics Teacher Education in California; biennial state meeting; Hotel California; Fresno.

17-19—National School Boards Assn.; annual convention; Fontainebleau Hotel; Miami.

18—CTA Central Section board of directors meeting; Fresno.

18-19—California Council of Personnel Assns.; regional guidance conferences; Fresno, Los Angeles, San Francisco.

19—CTA Central Section advisory council; Fresno.

19—Southern California Social Science Assn. Spring Conference; co-sponsor Southern California Council on Economic Education; Fullerton UHS.

19—Southern California Junior College Assn., spring meeting; Orange Coast College.

NORTHERN SECTION

August F. Blanchard, West Sacramento

Thurston Hatch, Chico

F. McElwain Howard, CTA-NS, Sacramento

Erwin Howlett, CTA, Chico

Bruce Thayer, Sacramento

19—Teacher Education regional conference; Los Angeles

19—CTA Northern Section executive board meeting; Marysville.

21-25—Dept. of Audio-Visual Instruction; NEA, annual national convention; Minneapolis.

21-26—PUBLIC SCHOOLS WEEK

23-25—California School Supervisors Assn., Northern Section meeting; Richardson Springs.

23-26—AAHPER, NEA, northwest district convention; Portland.

26—CTA Northern Section; International Relations Institute; Sacramento State College.

26—California Continuation Assn., northern section meeting; McKinley High School, Berkeley.

26—Teacher Education regional conference; Visalia.

29-May 2—American Industrial Arts Assn., annual convention; Boston.

MAY

2—CTA Bay Section, board of directors meeting.

2-3—CSTA annual executive council meeting; Asilomar.

2-3—California Federation International Council for Exceptional Children; annual convention; U. S. Grant Hotel; San Diego.

2-4—Delta Kappa Gamma Society; Chi State Calif.; state convention; Huntington Sheraton; Pasadena.

2-4—California Aviation Education Assn., spring conference; Los Angeles.

3—CTA Central Section; executive board meeting; dept. of classroom teachers; Visalia.

3—California Business Education assn., Central Section; Clovis UHS; Fresno.

3—California Continuation Assn., Southern Section meeting; Snyder HS; San Diego.

3-4—California Council of Geography Teachers; state convention; Santa Rosa.

5-9—California Congress of Parents and Teachers; board of managers meeting and convention; San Francisco.

The Key to Professional Status: Higher Standards

THE teacher shortage has continued so long that we are in danger of accepting it as inevitable and ceasing to worry about it. It is time we ceased to consider the teacher shortage as an emergency. Any crisis which persists for thirty years ceases to be a crisis and becomes a condition. Through good times and bad for more than a generation we have faced a shortage of well qualified, adequately prepared teachers. This condition is so permanent that we cannot hope to solve it by emergency crash programs or any easy panacea. The continuing teacher shortage is evidence that society simply does not value teaching as highly as a free society must, if it is to survive. Incidentally we cannot expect society to evaluate the significance of our work any higher than we ourselves do. As long as we, without protest, permit anyone to teach, society will assume that anyone can teach.

Through research and observation the conclusion seems inevitable that there is a close relationship between teacher supply and professional requirements. Holding standards high does not decrease supply, but increases it. There is every evidence that raising standards increases both the quality and quantity of candidates.

The issue of whether teaching is to be a profession or a job must be settled soon. If teaching is to be just a job then public education in America must fall far short of the destiny assigned it by our early statesmen. If teaching is to be a profession we must define the requisites to such status and strike out boldly to achieve them.

Vocations which require relatively high prestige status for the effective performance of their work are commonly called professions.

Prestige is sometimes interpreted by those who seek it merely in terms of authority, importance or power. The professional teacher must have prestige but he interprets these qualities not as ends in themselves but as essential means without which he cannot render the essential service society demands of him.

True prestige offers importance and authority but these attributes are compounded of trust, confidence and faith. The physician must have the confidence and trust of his patient or his prescription will be less than effective. The attorney must be trusted by his client or he cannot properly serve him. The teacher must have the trust and confidence of the pupil or the learning process is impaired. The essential defense for a prestige status for teachers is thus seen to be in the very nature of the learning process itself. Teachers must have prestige to teach effectively.

We can now state the conditions which, if achieved, would guarantee teaching the prestige status and public recognition enjoyed by the traditional learned professions. The nature and importance of the teachers' task is such that its practitioners must be intellectually able, must possess a defined body of subject matter and skill, must pursue their work as a career, must undergo a long and arduous period of preparation, must be dedicated to the welfare of those they teach, must be accorded a high degree of autonomy in day-to-day practice, must participate in the development of necessary group solidarity and subject themselves to the discipline inherent in such solidarity and must be well paid and professionally secure. This definition of what we mean when we use the term "teaching profession" becomes a statement of aims and objectives of any professional teachers organization.

Euphonious expressions of hope that we may some day achieve these conditions will not suffice. If we wait for the propitious time for action, that time will never come. Certain conclusions may be drawn, at the moment, which suggest positive lines of action:

1. The general education requirements for teachers should immediately be strengthened. Not just any Bachelor's degree will meet the need. The undergraduate program must provide work of relatively high calibre in languages, literature, science, mathematics, history, fine arts, sociology and political science.
2. Specific requirements in education courses should be minimized in favor of institutional responsibility to educate teachers who possess knowledge of the psychological and sociological bases for teaching with relatively more emphasis upon actual teaching competence.
3. General professional acceptance must be secured for the minimum requirement of at least five years of college or university work if these objectives are to be achieved.

A.F.C.

Using the title "No Other Sure Foundation", Dr. Corey delivered a major address at the March 10 session of AASA in San Francisco. Above is that portion of the speech in which he deals with personnel problems as a barrier to full realization of the potential for the public school system in America.



Arthur F. Corey
CTA Executive Secretary

Administrators Answer Critics

STRIKING out for curriculum improvement, a stepped-up system of counseling, and closer attention to individual pupils, 4500 delegates to a regional convention of the American Association of School Administrators in San Francisco March 8-11 answered their critics with educational specifics for the science age.

A tough program for able students was outlined by Dr. James B. Conant, president emeritus of Harvard University, who urged early identification of brainpower in an address opening the convention Saturday night. Conant, who is making a two-year Guggenheim study of the comprehensive high school (including four California high schools during his March visit), declared that academically talented students should be so challenged that they would be doing 15 to 20 hours of significant homework each week.

"They should acquire something like a mastery of at least one foreign language which will require at least three years of hard work, three years of mathematics (and many four); all of them should have taken either physics or chemistry or both, as well as a course in biology", the educator said.

The top 15 to 20 percent of a typical large comprehensive high school ought to be studying five solid subjects in each of the four high school years, Conant said.

In his observations in 13 states, Conant has found that able students are taking tough courses of study. A large percentage of boys are taking mathematics and science. More girls will be electing the program, he predicts. There is no need of a "crash" program—"if we do a good job with our able students". Schools generally are serving gifted youth, he declared, through early identification and an advanced placement program, which might include calculus, college English, history, or science.

BARRIERS TO ACHIEVEMENT OUTLINED

Curriculum, personnel problems, and financial support are the barriers to achievements expected of our schools by our founding fathers, said Dr. Arthur F. Corey, CTA executive secretary, in speaking at the Monday night general session.

Reminding his audience that 40 million young people in American public schools, "living in an infinite variety of situations, in great cities, in remote mountains, in rich agricultural valleys, in industrial communities, are not a mass; they are all individuals. Will we have the courage, the creativeness and resources", he challenged, "really to develop an educational program for all American youth?"

"The most fundamental shortage in public education in America is money shortage", Corey declared. "Education, like national defense, is going to cost more if it is to be good enough to meet our needs. Unless we are willing to take a new and daring look at this problem and achieve a major breakthrough in our attitudes in school finance, this situation promises to become even more critical." (For another point in Dr. Corey's speech, see page 5 of this issue).

Vigorously replying to the "scapegoating" of education and irresponsible criticism by self-interest groups, Dr. Benjamin C. Willis, general superintendent of Chicago schools, described counter forces. "If we were afraid for a while that the publicity given to Russia's allegedly heavy concentration on a science curriculum would provoke a similar imbalance in this country, we need not have worried. Scientists themselves raised some of the loudest voices for balance," he said.

DISSIDENT VIEWS ALSO HEARD

Chill silence greeted two speakers. Frank Church, U.S. Senator (Dem., Idaho), said schools are not stimulating young people to their full potential, that they take "snap" courses with little science and math. Representative Frances Bolton (Rep., Ohio) warned against being "stampeded into a massive program of federal aid to education lest we find our principle of a union of separate and responsible states betrayed."

In one discussion session, Dr. James L. McCaskill, NEA assistant executive secretary for state and federal relations, described the billion-dollar teacher salary and construction bill now before the Senate and House. He pointed out that it provides for federal sharing in basic financial support of education but that the states will have full discretion in dividing federal allotments between salaries and construction. (See page 10 of this issue).

Art Linkletter emcee'd a special televised feature carried live over KQED and projected on a large screen to the Monday night session in civic auditorium. After viewing students and teachers at a new junior high school in the city, cameras swung on a panel representing industry, architecture, school boards, and administration. Dr. Harold Spears, San Francisco superintendent, appearing on the panel, had drawn major attention to his newly-announced "get tough" program providing a heavy study schedule for students who have recognized superior abilities.

STUDY GROUPS PROBE PROBLEMS

Over 4500 delegates from 12 western states took part in over 100 study groups which probed a range of currently critical problems in educational administration.

The San Francisco four-day meeting was the second of three to be held this year by AASA. Final policy decisions as expressed in resolutions will be announced early this month following the third regional conference in Cleveland March 29. Dr. C. C. Trillingham, Los Angeles county superintendent of schools, became AASA president March 15.

The 78-member NEA Board of Directors, meeting simultaneously in San Francisco March 8-9, wired President Eisenhower and top Congressional leaders, expressing "shock" at the announcement of the Administration's proposal to strengthen the economy through an anti-recession program "which ignores the emergency need for school construction."

Architect is drawing plans
for a modern structure to
house California's new

Education Center

With its expanded array of services to members—and a membership growth of more than 32,000 in five years—the walls of CTA's headquarters building in San Francisco seem almost to bulge. Every square foot of space is in use, and some departments are even now handicapped by overcrowding.

But plans for a new and more adequate building are on the drawing boards of a leading architectural firm, Welton Becket and Associates, one of the nation's largest. Though no definite schedule has yet been adopted for construction of the new building at the Burlingame site, a target date in late summer of this year has been set for ground breaking.

Thanks to the foresight of CTA leaders and membership of seven and eight years ago, the Association will be able to build without additional contributions from members or reduction in services.

FINANCING PLAN ADOPTED IN 1951

Executive Secretary Arthur F. Corey and members of the State Council of Education in 1950 developed a plan to keep the Association adequately housed, no matter how fast California and CTA membership might grow. Accordingly, the State Council, at its first meeting in 1951, raised dues one dollar with the understanding that this one-dollar-per-member would be set aside each year and used exclusively for building purposes.

On the strength of this action but with virtually no funds in hand, the state board of directors entered into a contract to purchase the six story building at 693 Sutter in downtown San Francisco. Members in general applauded the move, and it is their judgment which has been vindicated by the passing of time.

NEW BUILDING NEEDED SOON

Plans for a new headquarters building may already be overdue. An expanded program of services to members, approved by the State Council a year ago, has been implemented by employment of consultants to work with local teacher groups for improved salary schedules and by employment of added staff members to step up activities in Legislation, Public Relations, Field Service, and Teacher Education.

Since the normal rate of growth for CTA is better than 6,000 new members a year, it is apparent that state office

WALTER MAXWELL, author of this article, is CTA Executive for Administration in the headquarters staff and is in direct charge of the planning described here. As plans are completed, CTA Journal will publish architectural sketches and photographs, as well as full reports of construction progress.

CTA's headquarters office building at 693 Sutter St. in San Francisco is now overcrowded. The nation's largest state teacher association must have a modern home large enough to carry on its expanding program.



staff and facilities cannot remain static for long. Without additional space in the near future, the efficiency of the headquarters organization would be seriously impaired.

In December of 1954 the State Council approved purchase of a site for a new education center in the Mills Estate, Burlingame, within five minutes drive of San Francisco International Airport. Studies had shown that the travel habits of those visiting the CTA building were rapidly changing. Few members were riding buses and trains; almost all were traveling by plane or private car. It was agreed that the new center should be close to the airport and should provide a sizeable area for free parking.

MANY DIVIDENDS TO MEMBERS

The building site covers six acres, an area which will provide ample parking facilities and still allow for building expansion.

There is every reason to expect new facilities to bring handsome dividends to CTA members. Numerous conference rooms will make it possible for almost all meetings to be held on CTA premises. A completely modern structure, housing much of the latest in office equipment, will add to both the quality and quantity of work done.

Equally important, perhaps, will be benefits derived from having other statewide associations, those affiliated with CTA, maintaining offices in the same building. Present plans provide space for the state headquarters offices of the California Association for Health, Physical Education and Recreation; California Association of School Administrators; California Association of Secondary School Administrators; California Elementary School Administrators Association; and California School Supervisors Association. Other groups which have elected to take at least some space include the California Business Education Association; California Junior College Association; and California Scholarship Federation.

Day by day association within the same building of those who serve such organizations as these will contribute to improved communication, to greater understanding of common problems.

And the principal beneficiaries will be the schools and teachers—and boys and girls—of California.

Changes Described in 1957 Teacher Retirement Law

BENEFITS were changed not at all—or only slightly—by most of more than three dozen changes in the State Teachers' Retirement Law by the 1957 Legislature. Briefly, the major changes were:

Redepositing withdrawals. A person who has withdrawn his contributions upon termination of employment has the option of redepositing the amount withdrawn if he re-enters the system one year or more after the date of withdrawal. If he does not redeposit, he re-enters the system as a new member without credit for service and his new rate of contribution is based on his age at re-entry.

If a person re-enters the system within one year after the date of withdrawal, he is required to redeposit the amount withdrawn. Upon re-entry with redeposit not more than five years after withdrawal of contributions, the rate of contribution is based on the original entry age. Upon re-entry and redeposit after five years, the rate is based on the member's attained age. (Section 14524 amended and Section 14524.1 added.)

Dependent protection. Protection has been provided for dependents of a member who dies after qualification for, but before service retirement, by offering the options described below: (Sections 14565 and 14575 amended, new Sections 14638.1, 14638.2 and 14638.3 added.)

Irrevocable option. A member qualified for retirement, that is, at age 55 or over with credit for at least ten years of California service, may elect in advance of retirement to have his retirement allowance modified under Options 2 or 3, which reduce the member's allowance and provide an allowance for his beneficiary, as described in Section 14637.

If death occurs before retirement and after 30 days from the date the election is filed with the system, payments will be made to the beneficiary nominated and under the option elected, the allowance being calculated on the assumption that retirement had immediately preceded death. After the board has approved such an election, it may not be revoked or changed in any manner. If the member lives to retire, the retirement allowance will be modified under the option elected, even though the beneficiary nominated may not then be alive.

An election of this option precludes the payment of the basic death benefit (member's accumulated contributions plus an amount equal roughly to one-half of a year's salary) or an allowance that might otherwise be payable under the automatic option. Consent of a spouse who otherwise would qualify for the automatic option described in the next paragraph, is required to make the election valid.

Automatic "option." If the member does not elect the "irrevocable option", and

death occurs after qualification for service retirement, that is, at age 55 or over and with credit for at least ten years of California service, and before retirement, and qualifies otherwise for the basic death benefit, a monthly benefit is automatically paid to certain dependents.

The amount of the benefit is one-half the monthly retirement allowance to which the member would have been entitled had he retired for service on the date of death. The benefit is payable to the member's widow or dependent widower for life or until remarriage. To qualify for the benefit, the spouse must have been married to the member prior to the occurrence of the injury or onset of the illness which caused death. If there is no qualified spouse, or if

the spouse remarries, the payments will be made to children of the member under the age of 18 until the youngest attains the age of 18. Payments under this provision are in lieu of the basic death benefit, with a guaranty that the total allowance paid will be at least equal to the amount that would have been paid as a basic death benefit, unless the allowance is stopped by the death of the surviving spouse.

If the member does not die before retirement, he will receive his full retirement allowance, unaffected by the automatic protection during the qualified period.

This automatic provision applies to members who are also members of local retirement systems, with modifications, because the member has not contributed fully to the state system. Amendments clarifying the status of local systems are now being considered by the legislature. If a death benefit is paid by a local system from public funds, payments to the dependents will be withheld until the amount so withheld equals the amount of such local death bene-

Members Vote for Expansion in Plan B

Questions about teacher retirement in California continue to command major attention of CTA Field Representatives at local association meetings and in correspondence of CTA staff executives. In an effort to cover typical questions, the *Journal* has asked Ralph R. Nelson, CTA retirement consultant and former actuary in the state system, to provide a brief summary of changes in the law effective last October and to write answers to a few questions currently in the mail.

CTA members should know something about recent history of changes in the State Teacher's Retirement Law. Three years ago, for the second time in CTA history, every member was invited to vote on whether he wanted a change in the retirement system. Several years of detailed study by the CTA retirement committee and actuarial projections by a consultant firm were offered the membership for wide discussion. Overwhelmingly, by a vote of 9 to 1, membership indicated that it *did* want a change. On the same secret ballot, by a vote of more than 4 to 1, members favored "Plan B" over "Plan A", alternate proposals which had been printed in 100,000 booklets for statewide distribution. The action was reported in *CTA Journal*, January 1955 (pp 9-11) and February 1955 (p 6), with results reported by the executive secretary in April 1955 (p 3).

Subsequently, in the 1955 legislature, CTA proposed bills which provided for changes in the law closely paralleling the Plan B suggestions. The process was democratic and the results were decisive; the will of the vast majority of California teachers had been expressed in the law.

Again the membership voted to determine whether the new law should provide some type of survivor's benefits. The April 1956 *CTA Journal* published a full account of effects of provisions within the system and in integration with Social Security (OASI). A ballot was provided and the vote conducted in May, the returns reported on page 24 of September 1956 *Journal*. By 2½ to 1 members wanted survivor benefits written into the law and by more than 4 to 1 they wanted the retirement law amended *without* integrating Social Security. The legislature now has the problem under study.

The changes Mr. Nelson describes in accompanying columns of this issue are contained in a 12-page booklet titled "A Statement of Principal Provisions of the Retirement Law amended to October 1, 1957", available to CTA members without cost from CTA's San Francisco office. The booklet also contains a quick computation table and other formulae for figuring allowances.

The questions on pages 9 and 14 are anonymous and the answers are Mr. Nelson's.

—JWM

fit. The amount so withheld will be subvention to the local system.

Preliminary payments. The retirement board may begin payment of retirement allowances in estimated amounts before completion of retiring members' records. New Section 14494.1 provides that differences between the estimated payments and the correct amount as determined later will be adjusted in subsequent payments.

This and minor amendments, including provision for an Executive Officer with authority to act, will hasten the first payment of allowances and otherwise promote flexibility and promptness in administrative actions.

Military service. Credit may be allowed for military service under specified conditions. An amendment of Section 14449 provides that credit will no longer be given for Red Cross service rendered after September 10, 1957. A person who voluntarily continues in military service after January 1, 1958, or after the expiration of six months following the date of termination of the original term of enlistment, service, or tour of duty, whichever is later, will not be credited under the retirement system with military service rendered after that date or that six months.

Disability. New Section 14640.5 provides that in no event shall the disability retirement allowance be less than the service retirement allowance (both exclusive of the annuity from deposits) which the retiring member would have received if he had retired for service instead of disability. New Section 14631.2 applies this provision to allowance of persons already retired, effective last October 1.

RETIREMENT

Questions Answered

by Ralph R. Nelson,
Actuary

Ques. *My mother is my beneficiary under the State Teachers' Retirement System and I am an unmarried woman teacher. I am eligible to retire, but my school district wants me to go on teaching. Shall I file an early option election and, if so, how do I go about it?*

Ans. You do not give either your age or the age of your mother, but you present the type of problem which is most satisfactorily solved by the irrevocable option permitted by law. You should ask the Retirement

System for forms. If you are age 60, for example, and if your mother is only 20 years older than you, you could elect option 2 and have your own allowance reduced only to 97.9% of your unmodified allowance, with the continuance of this allowance to your mother. Different ages will give different percentages, but not materially different from that quoted above. Option 3 would result in even less reduction, with half continuance of your reduced allowance to your mother. If your mother should die before your retirement, you would receive the reduced allowance at your retirement but the amount of reduction is very small. Tables on page 11 of the Retirement System's pamphlet show percentages of allowance reduction for various sex and age combinations under irrevocable option elections.

Ques. *I note that among changes in the retirement law is provision for an Executive Officer. How will his appointment help in the handling of work for members of the Retirement System?*

Ans. The appointment provided for under Section 14301.1 principally provides a title for a position already existing but it also permits an increase in the occupant's power to act. This change, combined with an increase in staff personnel proposed in the current budget, will do much to expedite estimated retirement allowances to hasten the first payment.

Ques. *When I retired under the Los Angeles local system, I terminated my membership under that system and made contributions to the state annuity fund. I understand it is possible for me to change my option under the state system. How and when may I do that?*

Ans. From your question, it appears that you did not retire from the local system, but on the contrary terminated that membership in anticipation of retirement. You, therefore, were retired only under the State Teachers' Retirement System. If you elected an option at that time, or accepted the unmodified allowance, you cannot now make a change. The provision in the retirement law for making changes in option elections relates to the individuals who, after retirement, relinquished the allowance from the local system, and in-

stead receive one from the state system alone, based on the full state formula. If such an individual elected an option under one but not both of the systems at retirement, a change of the option election would be permitted. You apparently do not fall within this group.

Ques. *How has the law been changed to provide greater protection to survivors of teachers who die while in active service?*

Ans. The 1957 legislature added Section 14638.1, which permits irrevocable election of either option 2 or 3 as provided in the law, upon qualification for but before service retirement. The effect of these options is explained in the fourth and following paragraphs of the accompanying summary of changes in the law.

Ques. *What is the normal death benefit under the present law and how does it apply to the wife of a male teacher who dies in service at the age of 58?*

Ans. The regular death benefit under the retirement system, if death occurs before retirement and within the time limits set forth in Section 14575.5, is the accumulated contributions of the member, plus an amount roughly equal to one-twelfth for each completed year of credited service, not to exceed six, of one year's salary, at the member's last salary rate before death. If a male member of the system dies before retirement at the age of 58, with at least ten years of California service, his wife would have the right to elect to receive this regular death benefit, or to receive an amount equal to one-half of the retirement allowance to which he would be entitled if he had retired for service at the date of death.

Ques. *I am a married man of 58 with two children and I now have 25 years of credited service in the State Teachers' Retirement System. My wife is my beneficiary. We had previously discussed the options available and had decided that I would elect option 3 when I retire. Since I expect to be teaching at least another two years, do you think it would be wise for me to make this option election now?*

Ans. If you plan to elect option 3 at actual retirement, there apparently would be no reason for you to make

(Continued to page 14)

Federal Funds Asked for Schools

ALMOST exactly two months after the National Education Association unveiled its legislative program to increase teacher salaries and speed school construction, Representative Lee Metcalf (D-Mont.) introduced HR 10763 in the House of Representatives. Mr. Metcalf is an important member of the House Committee on Education and Labor.

Senator James E. Murray (D-Mont.) introduced the identical bill as S 3311. There are 13 co-sponsors in the Senate.

The language of a proposed law often is a forbidding thing. In part this is true for the NEA-sponsored legislation, but the "Findings and Purpose" of the proposed Murray-Metcalf bill can well speak for themselves:

"The Congress finds that despite sustained and vigorous efforts by the states and local committees, which have increased current school construction to an unprecedented level, and have likewise increased expenditures for teachers' salaries, there is still a serious national shortage of classrooms and of teachers requiring emergency action on the part of the Federal Government. The limited financial resources available to many communities are not adequate to support construction programs of sufficient size to eliminate their classroom shortages, and practically all communities are faced with the problem of providing reasonable compensation to their growing numbers of teachers. While the Congress recognizes that responsibility for providing adequate school facilities and teaching staff lies primarily with the states and local communities, the national interest requires that the Federal Government assist state and local governments in solving these pressing problems. It is the purpose of this Act to provide Federal financial assistance on a grant basis to help meet the problems of inadequate facilities and inadequate teachers' salaries."

Members of the NEA Division of Legislation and NEA attorneys were active in the preparation of this bill, and it is not surprising that HR 10763 and S 3311 closely reflect NEA policies and would go far to overcome educational shortcomings in the U.S. It authorizes:

- 1958-59—\$ 25 multiplied by school-age population—approximately \$1.1 billion.
- 1959-60—\$ 50 multiplied by school-age population—approximately \$2.2 billion.
- 1960-61—\$ 75 multiplied by school-age population—approximately \$3.3 billion.
- 1961-62—\$100 multiplied by school-age population—approximately \$4.5 billion.

For California, the proportionate share of these funds would be \$78,155,000 in 1958, rising to \$335,732,000 in 1961. For California to qualify for this allocation, it is necessary that it maintain state and local support for school financing at a rate equal to the national effort.

State and national effort have been defined in the NEA-sponsored teacher salary and school construction bill. In practice, each state will be required to keep its effort index at or above the national effort index. This will be based on the ratio between current expenditure per child in average daily attendance in public schools and the income per child (age 5-17 inclusive, determined by U. S. Census). S 3311 requires no matching of funds. It permits California to spend all of its allocation for teacher salaries or for school construction. California is free to divide its allocation between teacher salaries and school construction and basic instructional equipment, as determined by the State Board of Education.

As usual, the proposed bill provides assurance against federal interference in the schools:

"In the administration of this Act, no department, agency, officer, or employee of the United States shall exercise any direction, supervision, or control over the personnel, curriculum, or program of instruction of any school or school system."

Two days after the bill was introduced in the House, NEA Executive Secretary William G. Carr appeared before the Senate Committee on Labor and Public Welfare to testify on the educational needs of the nation. With Senator Lister Hill (D-Ala.) in the chair, Dr. Carr explained:

"Perhaps the clearest and most direct approach in explaining the need for a program that would strengthen the entire financial structure of public elementary and secondary education is to examine some of the possible effects of the NEA proposal. It is designed to permit the state and local school systems maximum discretion in how, and for what, the federal allocations could be spent.



CALIFORNIAN LEADS FIGHT FOR FEDERAL AID TO SCHOOLS

Mrs. Tregilgas, former member of the State Council of Education and last year's senior California NEA director, is vice chairman of the NEA Legislative Commission. A resident of Palos Verdes Estates, she teaches sixth grade at Compton.

... It might be reasonable to assume ... the same ratio between salaries of instructional staff members and classroom construction as the state and local school systems are now expending. ... Since information is not available on expenditures for instructional equipment, it might be assumed rather arbitrarily that 5% of the

Based on the assumptions in this article, the average teacher in California would receive an additional \$440 in 1958-59, rising to approximately \$1800 in 1961-62. If federal aid to schools should be enacted on this scale, a median salary for California teachers of \$7500 a year is in sight.

federal allotment to the states would be spent for the purchase of basic instructional equipment. On the basis of these two assumptions, 65% of the funds allocated to the state education agencies would be expended to increase teachers' salaries, 30% would be spent for the construction of classrooms, and 5% would be spent for basic instructional equipment. This is not a forecast of how states would spend their allocations, or a prescription of how they should spend them if the NEA program were enacted; these data are merely examples of what the funds could purchase."

For California in 1958 this could mean \$50,801,000 for teacher salaries, \$23,446,000 for construction, and

\$3,908,000 for equipment. By 1961 these figures should quadruple, adjusted for changes in population.

Dr. Carr's testimony underlined the fact that this proposed legislation is a long-range proposal. While the NEA heartily endorses the Murray-Metcalf bill, it also is interested in other education bills which are receiving considerable attention throughout the country and Washington. In short, the NEA and California Teachers Association take this stand:

- Federal scholarships and fellowships should be made available to capable high school graduates who would otherwise find it financially difficult to attend college.
- Funds should be made available to encourage the state education agencies to expand their educational services to local school systems.
- Federal assistance for such clearly useful programs as vocational education, library services, school lunches, and aid to federally affected areas should not be reduced or terminated until it can be demonstrated that the need can and will be met from other sources.
- Legislation should be passed to provide tax equity for teachers who spend their own money to improve professional competence.

The most crucial part of the NEA program, however, lies in the Murray-Metcalf program. As Dr. Carr put it in his testimony:

"The NEA firmly believes that measures of the magnitude included in these bills represent the minimum steps required to strengthen public education at this time."

Group Life Plan Grows Fast In Its Initial Year

A recent report to the CTA advisory panel on insurance presented by Occidental Life Insurance Company covered the first year of operation of the new CTA Group Life Insurance Plan.

The CTA Group Life Insurance Plan became effective December 1, 1956. An announcement of the plan was sent to all CTA chapters soon thereafter, and was also publicized in the *CTA Journal*.

State law requiring a 75% enrollment created a problem for many of the districts. In spite of this problem, enrollment in the plan during the first year exceeded expectations. Anticipating that some chapters might have enrollment problems, especially in larger school districts, Occidental agreed to permit enrollment by subunits within the district. Since women teachers seem less interested than men in life insurance, arrangements were made whereby 75% of the eligi-

ble men in the chapter were permitted to enroll in the plan. Also, arrangements were made whereby a district might enroll by school levels. For example, if a high school faculty (or the male members of the faculty) is able to enroll 75% of the eligible members, they would be admitted to the plan.

In some unified school districts, enrollments have started at the junior college level; later on, the high schools and elementary groups have followed suit. But the rule held that: (1) the plan must be officially endorsed by a CTA chapter before a

group is eligible to enroll; (2) only CTA members are admitted to the plan; and (3) arrangements must be made for payroll deductions. Representatives of Occidental Life Insurance Company are available to meet with teacher groups and to assist in enrolling interested chapters or subunits.

In its first year of operation, 56 groups throughout the state enrolled in the CTA Group Life Insurance Plan, with a total of 1873 persons. The majority of enrolled groups selected Schedule 3, which provides maximum coverage. Of the 56 groups, 44 consisted of men only; the other 12 groups enrolled both men and women. The total amount of insurance now in force exceeds \$20,000,000 in the CTA Group Life Plan. The loss experience during the first year was satisfactory, as only two claims were filed and paid.

Occidental reports increased interest in the CTA Group Life Plan. The insurance panel urges all local CTA chapters to discuss the plan at a chapter meeting and to invite an Occidental representative to come to answer questions.



"Excuse me children. I suspect it's time for another peek at that little old lesson plan."

HOW TO OUTFIGURE SPUTNIK

Statistics can be useful. But vague bases can distort the figures we throw about carelessly. In order to get a fair appraisal of your science and math programs in terms of enrollment, examine the facts behind the figures.



ONLY 4.4 per cent of the students in American high schools take physics!

Not more than two per cent of the teachers in United States secondary schools are properly prepared in advanced nucleonics!

The percentage of students taking fourth year Latin has steadily decreased since 1900!

Have you read or heard these and other pronouncements about the schools in which you work? Have you ever wondered if these statements are true? If you haven't you should start developing a little healthy skepticism. Have you ever wished that you, too, could make such pronouncements? If you haven't, you aren't human.

Now there is no doubt that statistics have their uses. Percentages enable us to discuss relative amounts without being confused by absolute numbers. For instance, if the teachers in Eager Beaver unified school district get a raise totaling \$60,000; while those in Gigantic City school district get one amounting to \$6,000,000, did the Eager Beaver salary committee settle for peanuts? Not necessarily. Suppose the total salary budget for the Eager Beaver unified school district had been \$600,000; while that for Gigantic was \$100,000,000. If this were the case, Eager Beaver teachers got ten additional dollars of salary for every hundred they had been getting; while the Gigantic faculty members only got

six new dollars for every hundred they had been getting. The huge size of Gigantic has obscured the fact that they got a poorer salary adjustment than did relatively small Eager Beaver. This is obvious if we express the raises in percentages and say that the Eager Beaver salary budget was raised ten per cent; while that of Gigantic increased only six per cent.

This same advantage applies to the use of percentages in connection with science and mathematics enrollment. Super Dooper senior high school may have 200 students enrolled in chemistry in comparison to Jerkwater High's 50, and still be doing less in getting eligible students into chemistry. Suppose Super Dooper has 500 talented and interested boys and girls who are at the grade level to be enrolled in chemistry, whereas Jerkwater has only 100. Super Dooper has only two out of every five enrolled of those who probably should be; while Jerkwater has one out of every two. In other words, Super Dooper is taking care of 20 per cent of its potential chemistry students and Jerkwater is providing for 50 per cent. So much for the advantages of percentages.

As every schoolboy knows (in some far-off time and place), you find the per cent by dividing the amount you are interested in by the total amount and multiplying the answer by one hundred. (Every school boy may know it; but it's certain that not all adults do!) All right, so you know

that! The reason for the arithmetic lesson is to remind you that two things enter into the calculation of every per cent. The first is the item directly under discussion, such as the number of students enrolled in chemistry or physics. This usually does not give much trouble. However, the second item is an entirely different story.

The second item in any percentage calculation is the number of things with which the first is compared. For instance, in figuring the percentage of high school students enrolled in trigonometry, the second figure may be the number of students who completed the prerequisite courses in algebra and geometry and who are interested in mathematics, or it may be the number who think they ought to take the course, or the number enrolled in the school, or (very often) the number some armchair critic thinks ought to want to take it. Each of these numbers will result in a different percentage even though the actual number enrolled does not change.

What has all of this to do with the current uproar over science and mathematics in the public schools? Simply this. Most of the critics of our schools and most of the proposers of crash programs fling percentages around like confetti. Many of them act as though the percentage figures meant something simply as figures and propose all kinds of plans designed to make magic changes in

these numbers. Now teachers know better than anybody else that American education can be improved. Furthermore, they know that improvement ought to be made in our science education. But this does not mean that all suggestions for change will be improvements. It does not even mean that all the bright ideas suggested by the percentage quoters will be harmless. *It does mean that teachers should know the true situation and should be ready to make this known to parents and other citizens who are concerned about our schools and their program.*

Perhaps the first step for teachers (and principals, supervisors, superintendents, and professors of education, too!) is to take a close look at the figures being tossed around in current magazines and newspapers. For instance, in 1956 only 2.9 per cent of the students in American public high schools were enrolled in trigonometry, according to authentic figures supplied by the U. S. Office of Education. However, as the Office points out in its pamphlet on "Offerings and Enrollments in Science and Mathematics in Public High Schools," this is the percentage that trigonometry enrollees bear to ALL students in the last four years of high school. But ninth graders cannot be expected to study trigonometry before having had algebra and geometry; and, even if they could, they would not then be expected to retake it in the tenth, eleventh, and twelfth grades. When this fact of scholastic life is taken into account, we get a very different picture. If we compare the number of students taking trigonometry with the number of students enrolled in the twelfth grade (where it is usually taken), we find that the percentage is raised to 9.2.

But not all students can or should take trigonometry even though they happen to be in the twelfth grade. Some have low academic ability, some are specializing in business education or other curricular areas for which trigonometry would be purely extraneous study. It has been estimated that perhaps 10 per cent of our high school graduates have the ability to become scientists or engineers. If this is true, then only one-tenth of the students enrolled in the twelfth grade should be taking trigonometry. If this number is used as the base in

calculating our percentage, we find that the number actually taking the subject is 92 per cent of those who should be enrolled.

Of course the picture is not this simple. Some high schools have more students with the personal and intellectual characteristics needed for success in science and mathematics than others. For some institutions an enrollment of 2 per cent of their eleventh graders in college preparatory



chemistry would represent a satisfactory ratio. For others who happen currently to have a bumper crop of young geniuses, even 90 per cent might be low. So, although national and state-wide figures have some use, there really seems to be no substitute for do-it-yourself.

Why not consult the cumulative records and find out how many students your school actually has in each grade who have both the mental equipment and the felt interest needed for success in technical academic courses such as chemistry, physics, advanced algebra, and trigonometry? Then use this number (for the appropriate grade) as the divisor in calculating the per cent the enrollment in each of these courses is of the number of students who could profit from it. It will probably be very much higher than the newspaper and radio commentators think. If you take the next step and look at the

future plans of your older students, you may be able to reduce the number who should be in these courses still more. There is no compelling reason why the student dedicated to journalism, art, or music should take technical science or mathematics courses—although they may not hurt him. With a little imagination you should soon be able to derive, using perfectly sound mathematics, a truly impressive percentage.

One word of caution. You might find that you have an enrollment in some of these courses that is more than 100 per cent of the students who ought to be there. A little excess can be explained by the fact that some eleventh graders take physics even though it is a senior course, or some juniors cannot fit chemistry into their eleventh-grade program, so they take it as seniors.

Large excesses above 100 per cent indicate real problems, however. They probably will result from students who should be in general science courses or physical science courses designed for the non-technical college preparatory student, being forced into classes that should have been reserved for the future scientist and engineer.

Maybe instead of laws requiring all students to take four years of mathematics and two years of advanced science, our political leaders ought to be advocating measures designed to prevent the dilution of technical science and mathematics courses with students who lack the ability or the interest to profit from them.

Whatever your opinion concerning who should take advanced science and mathematics (or English or Latin or shorthand), you should see from all this that you can check your own position with respect to enrollment. By a little judicious juggling of the base you can prove that the number of students in your department should be doubled if democracy is to survive. Or you can prove that your counselling program has been 99 and 44/100 per cent successful in getting future scientists properly placed in the school program. Or you can even prove that we ought to use some common sense in our educational reactions to Sputnik!

—GARFORD G. GORDON,
CTA Research Executive.

RETIREMENT

(Continued from page 9)

the election currently. The automatic payment to your surviving wife, assuming that your death would otherwise qualify for the regular death benefit and that she was married to you prior to the occurrence of the injury or onset of the illness causing death, would be one-half the allowance to which you would be entitled at the date of death for service. A table on page 7 of the Retirement System pamphlet shows that the automatic allowance is greater than the allowance under option 3. By depending on the automatic provision, you will run the relatively small risk that your death might not qualify for the regular death benefit as provided in Section 14575.5. Under the irrevocable option, this requirement would not exist.

There is no provision for irrevocable election of option 1, but option 2 would provide a larger allowance than the automatic one-half allowance unless your wife is many years younger than you. If you are going to work only two more years, you reasonably could elect option 2 now, to guarantee that your wife would receive the larger amount as shown in the table on page 7. You would run the risk, however, that she would die prior to your retirement; leaving you with an allowance reduced under the option, regardless of when you retire.

Ques. *I left the teaching profession, at least temporarily, at the end of the last school year. If I withdraw my contributions from the State Teachers' Retirement System, and then decide to return to teaching, will I have to pay this money back to the System in order to draw full retirement benefits?*

Ans. If by "full retirement benefits" you mean a retirement allowance based on all the service which you have rendered in a status subject to the retirement system, then the answer is that you would have to re-deposit your withdrawn contributions upon return to teaching in order to qualify for "full retirement benefits." If that return was more than one year after the withdrawal of the contributions, you could elect not to re-deposit, as explained in the second and third paragraphs of accompanying summary.

Ques. *If I do not select an irrevocable option, what will be the effect on my dependents?*

Ans. If you do not select an option but should die after qualification for retirement and before service retirement, and leave a spouse or children or dependent parents eligible within the meaning of Section 14638.2, they will be entitled in the order named in that section to an allowance equal to one-half of the service retirement allowance to which you would have been entitled if you had retired for service, on the date of death. The one-half would be less than your beneficiary would receive under option 2, but greater than under option 3.

Ques. *I expect to retire next June. What should I do with respect to my retirement before the date of final active service? I understand I must*

file a formal application. How and when should I do this?

Ans. If you intend to retire next June, you should write to the State Teachers' Retirement System, 721 Capitol Avenue, Sacramento 14, as soon as possible, announcing your intention and asking for the papers necessary to complete your records and make the application for retirement. That application may be filed not more than 90 days prior to the effective date of your retirement.

You should remember, however, that retirement cannot be made effective earlier than the first day of the month in which the application is filed and you should therefore file before July 1, for example, if you want to make your retirement effective in June. Full instructions will come with the papers sent from the System offices.

what I'd like to know is . . .

Professional questions may be addressed to Harry A. Fosdick, CTA Public Relations Executive

Resignation and revocation

Ques. *Can a teacher's credential be suspended or revoked if he asks to be released from his contract or if he just resigns, regardless of the reason for his leaving the job? Can the credential be suspended or revoked if the reason for the resignation is ill health, maternity, going into private business, returning to college for further study, or transfer of the teacher's husband to another city? Is it ethical for an administrator to threaten a teacher with "either you finish the year or I'll get your credential"?*

Ans. A teacher's credential cannot be suspended or revoked merely for requesting a release from a contract or offering a resignation. However, if the teacher refuses to fulfill his contract even though the board refuses to grant such a release, the credential may be suspended for a full year.

A contract is a two-way obligation. It guarantees that the teacher cannot be dismissed during the contract year except for cause as specified in the tenure law. It also guarantees the district that it will have the services of this teacher for a full year unless the contract is rescinded by mutual

consent. I've never heard of a district refusing to grant a release where ill health or maternity is the basis for the request. It's entirely logical for a district to refuse for any of the other three reasons you mentioned unless a satisfactory replacement is available.

I would say that the wording of the threat you quoted is highly untactful, but such a threat should not be necessary since by signing his contract, the teacher has committed himself to complete the year.

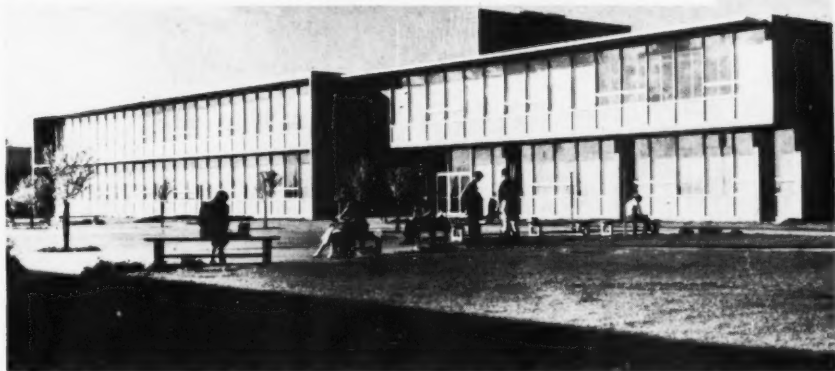
Leave and tenure

Ques. *I've been told that it isn't legal for a board to grant leave to a teacher who doesn't have tenure. Is this true, even in districts which are smaller than the 850 a.d.a. required for mandatory tenure?*

Ans. The tenure status of a teacher has no bearing on the power of the governing board to grant a leave of absence. Education Code Section 13671 gives the boards unlimited power to grant leaves to certificated employees. Except for leaves due to illness, accident, quarantine, bereave-

(Continued to page 31)

SYMBOL OF GROWTH



McLane Hall (upper) houses 20 modern laboratories to handle an increasing number of science-minded students. Future teachers will use classrooms in modernistic "ed-psych" building on campus.

May Program to Dedicate New Campus of Fresno State College

By Bernard A. Shepard

A CONSPICUOUS addition to the public education facilities of the State of California has become a reality in the San Joaquin Valley. It is a new \$25,000,000 Fresno State College campus which is helping to insure a higher education for the steadily increasing number of students who want one.

The new campus will be dedicated officially during an academic convocation on Friday morning, May 9. Participating will be representatives from colleges and universities in the eleven Western states, delegates

Mr. Shepard is associate professor of journalism at Fresno State College. He was assisted in the preparation of this article by Arthur Margosian, journalism instructor and executive secretary of the dedication coordinating committee at the college.

from educational and learned societies, state and local civic officials. Dr. Robert Gordon Sproul, retiring president of the University of California, will deliver the main convocation address. President Arnold E. Joyal of Fresno State College will introduce Dr. Sproul and other dignitaries.

A big program planned for the dedication ceremonies will continue from May 4 through May 11. It represents the culmination of painstaking plans which began in 1946 and spurted later when the State purchased a site on the outskirts of Fresno. The plans developed steadily from drawing board stage, and Chief Justice Earl Warren, then Governor of California, officiated at groundbreaking ceremonies in October, 1950. Today, Fresno State College classes are conducted on an ultra-

modern campus that catches the eye of even a casual visitor or passerby.

The new Fresno State College campus also climaxes a continuing growth in enrollment and curriculum expansion since 1911. From a handful of students who entered a normal school 47 years ago, Fresno State has developed into a 5-year college of some 6000 students. Its curriculum is reaching also over the San Joaquin Valley through extension and summer programs, many of them geared for employed and prospective teachers.

Few areas of education and training, if any, have been missed in the plans for the big dedication program in May. Activities will range from insect exhibits and an electrical engineering open house to symphonic concerts and an outdoor presentation of Shakespeare's *Taming of the Shrew*. Outstanding musicians, authors, educators, and authorities in other fields will appear "on stage." Among them will be Dr. Arthur F. Corey, executive secretary of California Teachers Association, who will address several hundred education students at an open meeting in the college gymnasium on the morning of May 6.

Other highlights of the FSC ceremonies will be gatherings of state and national organizations. On May 5 a chapter of Phi Delta Kappa, honorary education fraternity, will be installed on the FSC campus. More than 200 Phi Delta Kappans are expected to participate in the event. The San Joaquin Valley chapter of Phi Beta Kappa and Phi Kappa Phi, another scholastic honor society, have scheduled meetings to pay tribute to the college. Presidents of the ten California State colleges and the State Board of Education will gather on the new campus, as will the Fresno County Historical Society and news personnel from San Joaquin Valley media.

Guided tours of the new campus will give the thousands of visitors a chance to see how young men and women are preparing for their future careers in the classroom and in the laboratory. They will have a chance to see 17 major buildings already in full use on a 900-acre site. They will see a new campus which symbolizes educational growth: glistening structures almost side by side with others under construction.

California Schools Teach American Way of Life



TWENTY-NINE California schools won citations in the annual Freedoms Foundation's school awards program for their contributions in helping to bring about a better understanding of the American way of life during 1957.

On Washington's birthday the Foundation at Valley Forge, Pennsylvania, announced the winners in the \$100,000 ninth annual national awards program. Highest award—the George Washington Award—went to former President Herbert Hoover.

School awards are made for exceptional programs on teaching the fundamentals of the American system. They include "pilgrimages" to Valley Forge, Valley Forge Freedom Library Awards, and George Washington Honor Medals.

Winners of Principal School Awards in the Benjamin Franklin category (including all three honors) included: John C. Fremont adult school, Los Angeles; Glendale high school; Lynwood high school; Palms junior high school, Los Angeles; Point Loma high school, San Diego; Franklin D. Roosevelt junior high school, Compton; San Francisco elementary schools.

Freedoms Library Awards (which includes a library of books, films, and other teaching aids and a George Washington Honor Medal) went to Belmont high school, Los Angeles; Holtville union elementary school; John Kelley school, Thermal; San Diego city schools; San Diego high school; Verdugo Hills senior high school, Tujunga; George Washington high school, Lynwood; Willowbrook junior high school, Compton; Woodrow Wilson junior high school, San Diego.

George Washington Honor Medal Awards were received by Anderson elementary school, Col. Thomas

Baker school, Bakersfield; Bakersfield city schools, Richard Henry Dana junior high school, San Diego; Herbert Hoover high school, San Diego; Abraham Lincoln high school, San Jose; Lincoln junior high school, Santa Monica; Long Beach unified school district; Memorial junior high school, San Diego; Jean Parker school, San Francisco; Santa Barbara junior high school; Sweetwater union high school, National City; Mark Twain junior high school, Venice.

California schools took 19 per cent of all the honors granted in the school awards. San Diego schools came in for seven of the citations given for the state.

Freedoms Foundation was founded in 1949. It is a non-profit and non-sectarian organization created to bring about a better understanding of the basic principles underlining the Republic. President Dwight Eisenhower is honorary chairman. Chairman of the board and trustee is Don Belding, Los Angeles advertising executive.

In the national awards covering 17 categories, separate from the schools, 63 California individuals and firms were listed as winners of honors. Awards in this division consisted of cash grants and medals.

California schools have always ranked high in the number of awards granted in the last nine years. Policy

prohibits any school from participating in the pilgrimage in consecutive years. The pilgrimage award provides an expense-paid trip to Valley Forge for one teacher and one student from each winning school.

Distinguished Service Awards (for recipients of awards in at least seven of the nine programs) were granted to Lynwood high school at Lynwood and Willowbrook junior high school at Compton.

POLITICAL AND ECONOMIC RIGHTS

WHICH PROTECT THE DIGNITY AND FREEDOM OF THE INDIVIDUAL.

- RIGHT TO WORSHIP GOD IN ONE'S OWN WAY.
- RIGHT TO FREE SPEECH AND PRESS.
- RIGHT TO ASSEMBLE.
- RIGHT TO PETITION FOR GRIEVANCES.
- RIGHT TO PRIVACY IN OUR HOMES.
- RIGHT OF HABEAS CORPUS—NO EXCESSIVE BAIL.
- RIGHT TO TRIAL BY JURY—INNOCENT TILL PROVED GUILTY.
- RIGHT TO MOVE ABOUT FREELY AT HOME AND ABROAD.
- RIGHT TO OWN PRIVATE PROPERTY.
- RIGHT TO FREE ELECTIONS AND PERSONAL SECRET BALLOT.

- RIGHT TO WORK IN CALLINGS AND LOCALITIES OF OUR CHOICE.
- RIGHT TO BARGAIN WITH OUR EMPLOYERS AND EMPLOYEES.
- RIGHT TO GO INTO BUSINESS, COMPETE, MAKE A PROFIT.
- RIGHT TO BARGAIN FOR GOODS AND SERVICES IN A FREE MARKET.
- RIGHT TO CONTRACT ABOUT OUR AFFAIRS.
- RIGHT TO THE SERVICE OF GOVERNMENT AS A PROTECTOR AND REFEREE.
- RIGHT TO FREEDOM FROM ARBITRARY GOVERNMENT REGULATION AND CONTROL.

CONSTITUTIONAL GOVERNMENT DESIGNED TO SERVE THE PEOPLE

FUNDAMENTAL BELIEF IN GO

To Maintain The American Way Of Life And Pass It Into Succeeding Generations Is The Responsibility Of Every True A

The design at right represents the basic philosophy of Freedoms Foundations. Themes of rights and responsibilities have proven valuable in classroom teaching of citizenship and government. Information on the Foundation and its program is available from Valley Forge, Pennsylvania.

HELPFUL HUSBANDS

They Also Serve

REMEMBER when Miss Schoolteacher feared for her job the moment she became a Mrs.?

Now the Mesdames outnumber the Misses in many of our faculties. Educators, board members, and parents have come to realize that often the homemaker and mother has a keen understanding of the children and becomes a more effective teacher as a result of her family living experiences.

Seldom considered, though, is the service rendered by the partner in matrimony. Husbands frequently play a part in improving teacher effectiveness.

Two husbands in the Palo Verde Valley unified district at Blythe have constructed scores of gadgets and gimmicks to pep up interest and learning in classrooms.

Harvey Sanders, operator of a service station on one of America's busiest highways (upper left), finds time to construct electrically operated chart boards. Mrs. Lorraine Sanders has a variety of charts which she can place

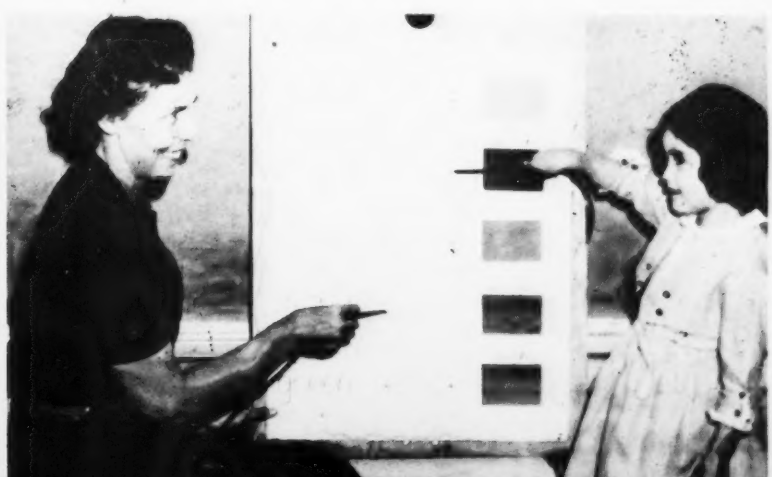
on the board and her first grade students pair off to match the correct word with the object. They are rewarded by a flashing red light when the correct answer is touched (lower right). When the motivation of the light wears off, Mr. Sanders will change the light to a buzzer.

Another fortunate schoolmarm is Mrs. Florence King, whose husband, Robert King (center left), seems to see an educational device in every advertising gimmick he sees in the store windows. Devices formerly aimed at educating the public to buy beer, cigarettes, or chewing gum are converted by Mr. King into devices to educate six-year-olds in reading, 'ritin', and 'rithmetic (lower left).

Harvey Sanders and Robert King are representative of many teachers' husbands who assist their wives by thought and deed. Many classrooms would not have flannel boards, chart racks, unique science displays, place-value charts, number boards, post-office boxes, etc., were it not for the ingenuity of teachers' husbands.

By Lyle Siverson and Ed Ritter

Mr. Siverson is assistant superintendent for instruction in Palo Verde unified district and Mr. Ritter is director of instructional materials, Riverside county superintendent's office.



How to Attract Beginning Teachers

Survey of placement offices in 20 California colleges discloses reasons given for making first employment choices.

By Henry C. Hall

SCARCITY of teachers and a desire to upgrade teaching has resulted in many attempts to improve recruiting procedures. The personnel departments of school districts of California have displayed creative ingenuity in developing refinements in the customary methods of attracting beginning teachers. Expensive advertising campaigns, using the best chamber-of-commerce techniques and illustrated brochures describing school systems, were distributed to all teacher placement agencies. Superintendents and administrators visited college campuses, interviewing trainees and young teachers.

In an effort to appraise the effectiveness of these costly, time-consuming efforts, college teacher placement departments undertook to survey the beginning and the first year teachers of California. The survey was planned to include a 10 percent random sampling of young teachers. Twenty colleges and universities participated in the study; conclusions were drawn from 516 completed questionnaires.

Forty-two factors which influenced young teachers in selecting a school district were listed on the questionnaire form. These were grouped into five major categories. Students and first-year teachers were asked to evaluate each factor on a five-point scale. The compilation of returns disclosed some highly significant information,

the more important of which is presented here.

The most important source of information about a teaching position is personal observation, experience, or visits to the district—90 percent listing this as very important. Interviews with district personnel (84 percent most important) and conferences with college placement personnel (75.9 percent) were followed in descending order by information from friends (74.6 percent), copies of district salary schedules (71.8 percent), lists of teacher needs filed in placement office (64.9 percent), information from friends or relatives living in the district (58.8 percent). Other sources included student-teacher supervisors, college teachers, chamber of commerce-type publications, and district-prepared brochures.

Most important factor in the socioeconomic category is location: 95.2 percent of the replies gave this factor important rating. In descending order other items and percentages were: educational or cultural community facilities (83.7 percent), climate (82.3 percent), availability of living accommodations (80.9 percent), size of community (76.8 percent), relative cost of living (75.4 percent), and recreational opportunities (74.0 percent).

Apparently prospective teachers are most highly interested in what grades or subjects they are to teach, indicated by the 96.3 percent response indicating this to be very important. In descending order other matters of interest included class size (83.2 percent considered this very important), extent or amount of extra-curricular obligations (76.8 percent), size of school (59.3 percent),

and number of teaching or free periods (52.9 percent).

Professional idealism indicated by reference to working conditions indicates the high purpose of young teachers. Of highest importance was the professional characteristics of the school staff (considered to be very important by 91.5 percent of replies). Other conditions attractive to beginners include opportunity for professional growth (very important to 86.9 percent), opportunities for individualized teaching (85.6 percent), quality and quantity of supervisory assistance (interesting that 84.1 percent of replies rated this as important), availability of audio-visual library and other teaching aids (84.0 percent), quality of educational leadership (83.6 percent), physical conditions of school plant (80.9 percent), opportunities for promotion within the district (79.1 percent) and size of school (62.8 percent).

As might be expected, beginning salary was of highest importance, 91.1 percent of the replies rating this as top priority in attracting beginning teachers. Several features of salary schedules are attractive; internal details of schedule (85 percent very important), maximum salary (71.3 percent), promise of improved schedule (77.4 percent). Opportunities for supplementing salaries (54.4 percent) and credit for previous experiences such as military (54.1 percent), and opportunities for tenure (77.2 percent) were other attractions.

A number of explanatory remarks were interesting in that they gave some insight into the young people's thinking. For example in discussing working conditions these comments were made:

Mr. Hall, of the placement bureau at University of San Francisco, is chairman of the survey committee of the Western Institutional Teacher Placement Association. This is a summary of the report he made to the recent CASA convention in Long Beach.

"High teacher morale important."
 "I want adequate supervision."
 "Opportunities for growth and advancement interest me."

"Are employer-employee relationships friendly?"

"I would like to teach under good educational leadership."

In considering location of the district these comments were given:

"I want to be near enough to travel home on week ends."

"I would like to teach near a large community."

Comments on salary were practical:

"I want enough to live on."

"I need enough to raise a family."

"... good minimum and maximum rates."

Many young teachers were impressed by the administrators who went to the college campus to interview candidates for appointment. These answers indicate the attitude:

"Supt. — was wonderful."

"I'd like to work in his [principal's] school."

"The head of the English Department was grand."

Teachers who were about to sign their second contract were asked to fill out an additional part of the questionnaire form. The following reasons for leaving the district were given (listed in order of frequency of answers): Better salaries; location; nearer home, larger district; poor physical facilities in school; working conditions; teacher load, unsympathetic administration; lack of promotional opportunities; marriage; baby expected, husband is moved to another community; poor school-community relations; military service.

What holds teachers in the district? These answers are illuminating: High professional morale ("teachers are grand"); friendly atmosphere of the school; fine educational opportunities for growth; excellent salary schedule; wholesome living conditions; pleasant community: made friends, happy family life, adequate housing, high status of teacher in community, climate, social life of the community; appropriate working conditions; length of the school day, reasonable teacher load; tenure; district policies—cooperation of Board, administrators, and teachers.

TO IMPROVE TEACHING OF HIGH SCHOOL MATH

HOWARD F. FEHR, head of the department of the teaching of mathematics at Teachers College, Columbia University, spoke on "High School Mathematics for the Second Half of the Twentieth Century" at the opening of the convention of the National Association of Secondary-School Principals at Indianapolis February 15. Here are his "guide lines for immediate steps to be taken in the present shortage of qualified teachers of mathematics":

In the teaching of high school mathematics in the immediate future, it is better to have teachers teach correctly what they do know and what is in the present program, than to have them attempt to teach any new material in which they are not secure.

In this period of shortage of qualified teachers, the capable and interested students should be given preference in instruction in a four-year program of mathematics, rather than to make an attempt to push the masses through the program.

The immediate problem in the reformation of the high school curriculum is the retraining (inservice education) of teachers in algebra, analysis, probability and statistical inference and fundamental concepts of mathematics from the contemporary view-point of mathematical thought.

This implies that undergraduate courses in college should include modern mathematics related to the secondary curriculum for all teachers in training, and these courses



"I'm convinced measures could be taken to keep these school taxes down."

should be reflected in new teacher certification requirements.

Immediate steps should be taken to produce as soon as possible mathematics textbooks that are correct and modern.

The long-run problem of upgrading mathematics instruction for all students is a long-term problem on which we should work energetically. Short-term "crash programs" might do more harm than good.

It is unwise and unnecessary to pull qualified teachers out of classrooms (where they are sorely needed) for year-long institutes. Inservice courses given to teachers during evenings or Saturdays and in summer institutes will suffice to solve the problem of re-education. Local school districts can and should help finance the yearly inservice training.

The yearly institutes, and regular graduate programs should concentrate on producing new (and younger) teachers of mathematics, and in retraining those teachers and scientific personnel who are not needed in their particular areas at present and who also give evidence of interest and capability in the teaching of mathematics.

The immediate retraining of college mathematics teachers concerned with teacher education is the most effective way of solving the long range problem of producing quality teachers of mathematics.

Basic postulates: You cannot teach what you do not know; you cannot supervise teachers if you are ignorant of the modern approach to mathematics; the services of those who know must be drafted and effectively utilized.



"It's against the school rules even if they ARE filter-tips!!"

WHEN HENRY NICHOLAS BOLANDER took his oath of office as Superintendent of Public Instruction of the State of California on December 4, 1871, he was the sixth person to hold this office but only the second to come from the ranks of professional education. Like John Swett, Bolander had been a teacher in the San Francisco public schools and in common with him also had been a principal at the time of his election.


Henry N. Bolander was born in Prussia in 1831 and migrated with his parents to the United States when he was still very young. The family settled in Ohio and young Henry obtained a good education, becoming a botanist. In 1861 he removed to California, and in 1866 became a teacher in the San Francisco schools. In 1867 he was appointed principal of the newly established South Cosmopolitan School. San Francisco had a number of schools in which French and German were taught and these grammar schools were called cosmopolitan.

In addition to his school duties Bolander devoted much of his time to botany. In 1865 his treatise on the grasses of California was published as a California state document. In 1870 he authored *A Catalogue of the Plants Growing in the Vicinity of San Francisco*. In 1871, without opposition, the Republican convention nominated this San Francisco schoolman for state superintendent, and on October 18, he was elected. The vote was 48,860 for Bolander, and 34,312 for Fitzgerald, incumbent, his Democratic opponent.

Bolander made a fine leader for the schools of California. His first year was devoted to revising the course of study. He added two prescribed courses; music and drawing. This would seem to indicate that he understood and followed the educational philosophy of Froebel and Pestalozzi and the other sense realists. Later as superintendent of schools of San Francisco, he approved of the kindergarten movement and one of his reports contains quotations from Emma Marwedel, the pioneer kindergarten on the Pacific Coast.

In 1872 there was practically no new school legislation. In this year the State adopted the four codes, *Civil*, *Civil Procedure*, *Penal* and *Political*. The school law of the State was enacted in the *Political Code* with very slight change.

The year 1874, however, was a very important one in the field of school legislation, and Bolander saw the legislature adopt most of his many recommendations. So



Henry N. Bolander

much progressive school legislation was enacted in that year that it properly may be called a golden year of educational law making. Some of the important measures enacted included:

(a) One important enactment was that which established the educational rights of children by authorizing the enforcement of compulsory school attendance in

A Botanist Tends His Plants

Henry N. Bolander, a Prussian scientist, served as state superintendent of public instruction during a fertile period of school growth.

This biographical sketch of the sixth state superintendent is the fifth to be written by Dr. Conmy for CTA Journal. The sixth and last of the historical series will appear in the May issue. The author is librarian of the city of Oakland and NSGW director historical research.

By Peter Thomas Conmy

either public or private school for all children between the ages of eight and fourteen.

(b) Most of the teachers in California were women but many school boards paid men higher salaries for equal work. One of the 1874 laws provided that female teachers must be paid the same rate as men for equal work.

(c) In 1874 women were not permitted to vote but by virtue of legislation enacted in that year were declared eligible to be elected to educational offices.

(d) Perhaps the most important piece of legislation was that which abolished the old state tax rate for schools which was 10 cents on each \$100 assessed valuation. In 1872 Bolander had recommended that the tax be increased from 10 cents to 12 cents but the Legislature did not listen. Now, in 1874 he saw a much more progressive measure become law. An annual state tax was authorized to raise \$7 for each child between the ages of 5 and 17, as shown by the school census of the preceding year. By this measure state taxation for the support of common schools in terms of a tax rate was abrogated for taxation in terms of a definite educational standard.

(e) This very progressive change in state school support was accompanied by an equally advanced apportionment law. In 1873 Bolander in his biennial report recommended that the plan of apportioning state school money on the basis of the number of census children be changed. He wrote:

The law is faulty, not so much primarily, by not providing sufficient funds, as by not providing for an equitable apportionment of the funds. At present the state and county school funds are apportioned to the school districts, not in proportion to the needs of each district, but in proportion to the number of census children. The number of census children belonging to a district determines the amount of funds apportioned to the district; but within a certain limit, the number of census children does not determine the expenses of maintaining a public school. Thus one district may have 15 census children, another 50; still the same amount is needed by each district to maintain a school for a definite length of time. Yet the former district may not obtain enough funds for a three months' school, while the latter district perhaps receives enough funds for an eight months' school.

Bolander ascertained that the cost of maintaining a one teacher school for an eight months' term was \$690. The average teacher received a salary of \$60 a month or \$480 for the year. He estimated an additional \$20 necessary for fuel. Thus he concluded that each district should receive an apportionment of \$500 per teacher. The apportionment law of 1874 provided:

1. The State Superintendent shall apportion the State School Fund to the counties on the basis of the number of census children (ages 5-17) in the county
2. The County Superintendent shall apportion a minimum of \$500 to each district having at least 15 census children.
3. For every 100 census children or fraction thereof over 15, one teacher must be assigned to a district.
4. The County Superintendent shall apportion \$500 to each district for every teacher entitled under the formula above.
5. Any balance remaining unapportioned shall be apportioned among the districts on the basis of the number of census children, but only districts having 50 or more children shall receive any of this additional aid.

(f) In order to qualify for state aid a school district was required to maintain school for at least six months of the year. This amendment, effective July 1, 1875, was a tremendous step forward.

(g) The progressive legislation of the year was not limited to the state level. An amendment increased the maximum county tax rate for schools from 35c per \$100 assessed valuation to 50c. The minimum rate was raised also from \$3 per census child ages 5 to 15 to whatever amount might be necessary to provide \$500 for each statutory teacher in the district after the state apportionment had been credited. A statutory teacher was allowed for each 100 census children ages 5 to 15, or fraction of 100 over 15.

The greatest contribution made by Bolander in this legislation undoubtedly was the recognition of the need to apply the principal of equalization. As he wrote "in our centers of wealth and population the children have the advantage of a full year's instruction with the best facilities for learning, truth compels the confession that for the remote and sparsely settled districts of the State, our present system is wholly inadequate, and is but a pretense for popular education."

The social-civic aim appears to have been the dominant educational philosophy of Henry N. Bolander. This, of course, he held in common with most American educators of his day. At this period of history, however, the emphasis of educational leaders in this country was on the offering of educational opportunity through a free public school. Bolander added to this a belief that school attendance should be compulsory. In this he was asserting the paternalistic philosophy of his native country, and the benevolent despot idea from the same source. In his biennial report covering 1872-73 he wrote:

Admitted that education forms the only secure foundation and bulwark of a republican form of government, if not of every form of government; admitted that the universality of education becomes thus of vital importance to the State; and admitted that the exigencies of the case not only empower but compel the State to provide all the facilities necessary to enable every child to acquire at least a common school education, and we are forced to the conclusion that it is not only the privilege, but the duty of the State, to compel every parent to bestow upon his children at least the education which the State places within his reach.

Education is one of the primary conditions necessary to the very existence of civilized government. . . . The extension and intensity of education in a nation will determine the degree of the nation's civilization, and the degree in which a nation's government is a government "for the people and by the people."

Bolander's term as State Superintendent was due to expire on December 5, 1875. He might have sought re-nomination by the Republican state convention. But learning that James Denman, superintendent of schools of the City and County of San Francisco, had announced that he would retire at the close of his term, Bolander ran for and was elected as his successor for the term January 1876 to January 1878. He had been a very successful schoolman and it was expected that he would bring the experiences of the state superintendency to that of the city and county. Unfortunately, political differences with the Board of Education arose, almost at the beginning of his term. Joseph Liggett, deputy superintendent under Denman, facing removal by Bolander, had secured appointment to the Board of Education. On

(Continued to page 27)

Institutes Become An Institution

By Delwyn G. Schubert

ARE TEACHERS' institutes inevitable like death and taxes? Where did they start? Why did they start? Are they changing? Are they still worthwhile?

The first teachers' institute in the United States was called at Hartford, Connecticut, in 1839 by Henry Barnard. However, the designation, teachers' institute, was coined by Superintendent J. S. Denman in 1842 when he conducted a two weeks' class for teachers in Thompsons County, New York. During the 1840's Rhode Island, Ohio, Massachusetts, and Pennsylvania pioneered in teachers' institutes.

The first institute in California was called by State Superintendent of Schools Andrew Moulder, at San Francisco in May of 1861 and enjoyed an attendance of 250. This was followed by other state institutes in 1862 and 1863. By 1885, institutes for teachers were held annually in counties having 20 or more school districts. In smaller counties institutes were held at the discretion of the county superintendent. Their popularity 75 years ago is attested to by the fact that 48 of California's 51 counties held annual institutes. Of the 3727 teachers in the State, 3298 attended. Teachers' attendance at this time was required by law, although there was no stipulated penalty for those who neglected or refused to attend.

More recently institutes have become a discretionary function of the district with teacher attendance still mandatory when and if institutes are held. Teachers failing to attend suffer salary losses which are proportional to the number of institute days missed.

Reports covering the status of institutes for the year 1955-1956 indicate current trends. During this year about one-half of the counties in California held institutes. The size, population, and location of these counties within the state seemed to have no bearing. Many of these counties evidenced the trend (it's still continuing) of holding other types of meetings as substitutes

Dr. Schubert is associate professor of education and director of the reading improvement program at Los Angeles State College of Applied Arts and Sciences. He originally reported teacher attitudes toward institutes for January issue of California Journal of Educational Research. This expanded discussion drew on research from Monroe, Cloud, Smart, Nelson, Heffernan, and Wesley.

Teachers' institutes, once mandatory, should draw voluntary attendance, some believe. More than 100 years old, the institute may be dying out.

for yearly institutes. Variations in institute patterns within California appear to be the result of 1953 legislation making institutes optional.

Of those counties holding institutes, one-half of them held meetings on consecutive days, several for one day, and others (larger communities like Los Angeles and Long Beach) provided a number of meetings during the year. Many districts held institutes before the beginning of school. These served varying purposes such as familiarizing teachers with school policy, previewing the year's work, etc.

For a number of years after their incipency, teachers' institutes in the United States functioned like ambulatory normal schools and gave valuable professional training to teachers. Early institutes were likely to last one or two weeks and were occasioned by great social activity in which the lay population (often outnumbering teachers) played a dominant role. With the advent of greater numbers of teachers, institutes became more and more like general educational conventions for the discussion of current educational problems.

In a letter of the 1880's, Charles H. Allen, principal of the State Normal School at San Jose, wrote that teachers' institutes were valuable "in disseminating better methods of instruction, particularly among teachers who have had no special training for their work; in creating an *esprit de corps* in the profession; in stimulating all teachers to do their best; in wakening public interest in education and shaping public opinion to demand and be satisfied with only good work. No little advantage is derived from mere acquaintanceship formed among teachers at these gatherings." He bemoaned the fact that sometimes "crude plans" were suggested and that some "hobby teacher" presented MY METHOD. Often, too, he went on to say, institutes showed an unfortunate tendency to degenerate into debating sessions of a few people.

Although institutes have undergone changes since the 1880's, it's interesting to learn that teachers of today share some of these same viewpoints.

From a recent survey of more than 100 experienced teachers in the author's classes in psychology of reading, ways in which teachers benefit from institutes were categorized, in order of frequency, as follows: Improved methodology, inspiration, and socialization. Some representative responses were: "Institutes have furnished me with countless practical, down-to-earth teaching methods and techniques at my grade level—spelling games, arithmetic games, better ways of maintaining classroom control, etc." "Institutes have brought me in contact with new books, pamphlets, motion pictures, etc., that have been helpful in my teaching." "The greatest value of institutes accrues from their stimulating me to go back to the classroom and do a bigger and better job than I've done before." "Most valuable to me is the inspiration a

prominent person who is not in education can give by showing us why we should be proud of our profession." "A number of institutes has stimulated me to return to the old salt mine with new zest and enthusiasm." "Institutes help develop an *esprit de corps* among teachers. Sitting in a large audience with people with whom you have a lot in common gives one a warm feeling." "I feel enriched by the personal contact I have with the many teachers I meet at institutes. Maybe it's because I enjoy visiting so much."

Responses as to what is wrong with teachers' institutes were categorized as lack of practicality, poor speakers who fail to inspire, bad timing, compulsion, and speakers who are not well informed. Representative comments were: "Give me something I can use. Forget the theory already given in college and the literature." "I have attended approximately ten institutes. While one or two offered me some ideas which I could use in my classroom, most of them gave me no usable material." "Too many institute speakers are dead on their feet. They might know their stuff but they surely can't put it across." "Materials presented in a dry, uninteresting manner fall on deaf ears." "Other professions hire lecturers, etc., during their working hours. Why should we spend our after school hours in institute sessions?" "The majority of teachers are taking courses for growth value and should not be forced into attending institutes. After all, you can lead a horse to water, but you cannot make him drink." "Adults, like children, do not like to be forced into things." "No one knows all the answers, but many institute speakers don't seem to know any of them." "More speakers should realize that there is no substitute for knowing your stuff."

It would appear that there are ways whereby teachers' institutes might be improved. Through legislative action teachers' attendance at institutes could be made voluntary rather than compulsory. One could rest assured, then, that those who did attend would be present for the express purpose of benefiting from the offering. This is better than having large gatherings of teachers who may be there, for the most part, because a monetary club is being held over their heads.

Perhaps a better job of screening prospective institute speakers is also in order. This screening should not only focus attention on the speaker's ability to express himself, but also on whether he has something worthwhile to offer.

When institutes prove extremely successful, efforts should be made to analyze them for the factors that contributed to their success. For example, on March 12, 1957, an aviation teachers' institute was sponsored by the Los Angeles City Board of Education and the Los Angeles Chamber of Commerce. It was anticipated that 250 would attend. Over 900 did attend. Since teachers in the Los Angeles area select the institutes they wish to attend, it is a matter of conjecture as to what was responsible for the record attendance—the unique subject matter, name speakers, publicity, or the mimeographed material of the presentation which was furnished to all attending.

In summary we see that teachers' institutes have had a long history and have evolved in both purpose and design through the years. Teachers' institutes are not total anachronisms. They do have value. Nevertheless, changes can be made which might enhance them and do much to minimize the criticisms to which they are subject.

Full Employment May Be the Answer

By T. C. Coleman

If a teacher were employed in his professional position 48 weeks a year wouldn't his salary be greater and his prestige higher?

Mr. Coleman is superintendent of Hanford public schools. His ideas about the four-quarter system, the all-year school, and other devices for year-round employment are not new, have been debated at length, especially in educational journals directed to administrators and school board members. The California Teachers Association does not currently and officially share in these opinions.

A SHORTAGE of well trained and competent teachers has existed for many years—not just since World War II as commonly thought. The only exception would be during the depression years of the thirties.

Many reasons have been given for the present shortage. These reasons are practically identical with proposals advanced in 1920, just after World War I. They included: (1) increase teacher's salaries, (2) remove

schools from politics, (3) help teachers find homes, (4) consolidate schools (5) enforce compulsory education laws, (6) democratize schools, (7) employ competent principals and superintendents, (8) give teachers reasonable teaching loads, (9) accord a higher prestige to teaching, and (10) improve retirement plans.

Fortunately, in California many of these conditions have been improved considerably and some have been virtually eliminated. Yet, a teacher shortage still exists. Isn't it about time we look for a real cause to solve our problem?

The answer to this perplexing problem could be in the full-time employment and use of teachers. Those engaged in the employment of personnel always find it difficult to employ someone for a part-time position having a part-time salary. Another problem is that the general public considers teaching a well paid, part-time job. It should be pointed out that some teachers are giving their

full attention to their teaching practically every day of the year. The part-time salary is certainly a contributing cause for this small minority. One can't follow a career completely if the salary isn't adequate; there must be a dedication, devotion, or calling. Those dedicating themselves completely desire to make teaching a career.

How can we obtain career teachers? By providing full-time employment—which means using one's academic training, experience, and competencies all year-round with a salary commensurate with the service. Young people, particularly men, are reluctant to enter teaching because their talents are used for part of a year and employment must be obtained in another area (often not related to abilities) in the summer or Saturdays to make an adequate income. They must also do extra work to establish a decent standard of living expected of teachers.

Every summer, men teachers are seen working in downtown stores, industrial plants and factories — and even picking fruit! They do work that is not using their training. And yet the salary often lures them from teaching!

Many women teachers following teaching as a career or representing the major support for a family, also need to seek summer employment.

We must admit that many of our teachers today are not career teachers but persons (wives most often) who are teaching on a temporary basis, supplementing the family's income to provide certain luxuries or to raise the standard of living. And, too, many are teachers' wives, who must teach to have an adequate income! It must be remembered that married teachers can be career teachers.

It should be pointed out that these persons have responded to the call for more teachers and have satisfied a need. Many have done excellent jobs. However, temporary teachers will never permanently relieve the teacher shortage.

How can we provide full-time employment of teachers? There are probably two possibilities: using our teachers beyond the regular school year, and using teachers and buildings all year-round.

Employing teachers beyond the regular year can be accomplished by

remedial and enrichment summer schools, supervising recreational activities, leading youth clubs, activities, or hobby groups, participating in curriculum development programs, conducting student placement services, supervising work experience programs, or offering counseling facilities and services. They could also teach subjects that could be conducted in the summer to relieve the regular curriculum, such as driver training programs. They might even attend summer school (with pay), work in areas that will benefit the school and community, or travel (with pay), when such travel directly benefits teaching duties. The state vocational agriculture teaching plan is an excellent example of full employment with 11 months teaching and 11 months salary.

The professional training of teachers make these summer employment opportunities natural experiences. And, too, they afford the teacher and student better chances to understand each other. Naturally, teachers engaged in summer employment would be compensated financially so the yearly salary could be increased by 25 per cent. It is natural to assume some teachers would prefer not to participate in a summer program and their salaries would remain at present levels.

Using our buildings all year-around can be accomplished by either increasing the length of our regular school year, by establishing the school year on a three term basis, or having the two pupil-shifts-per-day programs. The two latter plans combine the features of the double-session days and the year-round school. It can readily be seen that



"... so you see, I've nothing against the Latin club. We just happen to need you to coach the football team."

these two plans would also conserve on the number of classrooms necessary, giving relief to taxpayers.

Historically, our long summer vacations were designed so students could help in the harvesting of crops and do the necessary farm chores. With the tremendous urban shift and mechanized farming, it is obvious that only a few children now use the vacation for farm work.

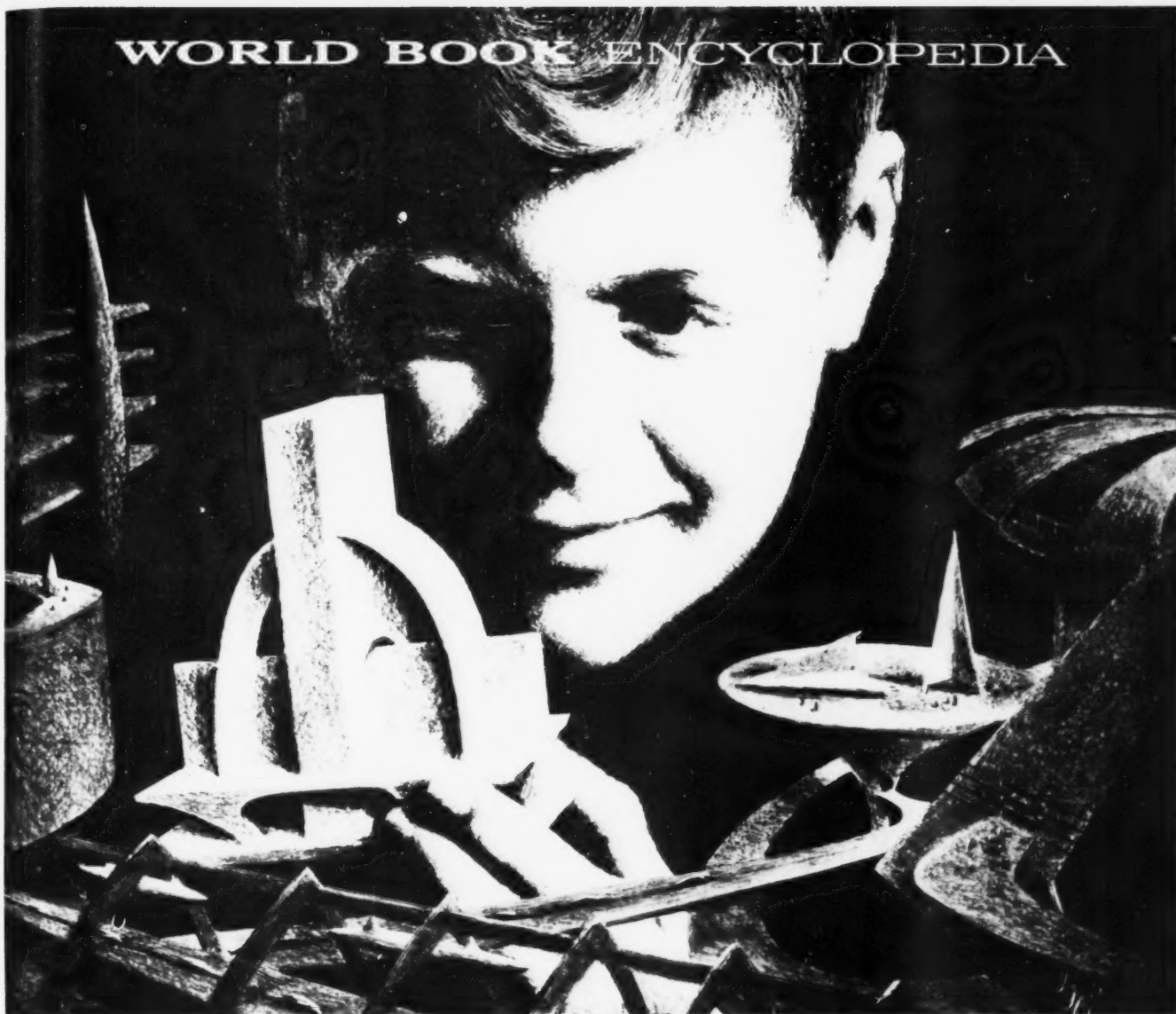
The year-round school would stagger vacations and hold school for approximately 48 weeks. Each child would attend for 180 days or for three terms a year of 12 weeks each. Two or three weeks vacation for all could be held during July or August plus the regular school holidays during the year. There would be no loss in school time as compared to our present program. We could get by with one-third fewer classrooms. A plan such as the one briefly described is operating successfully in Aliquippa, Pennsylvania.

The two pupil shifts per day would utilize an approximate 225-day school year instead of the present 175-day year with two shifts of teachers and pupils. One group could use the buildings from 8 a.m. to 12 noon or 7:30 a.m. to 12 noon and the other from 12:30 p.m. to 4:30 p.m. or 5 p.m. The same amount of teaching time would be possible as at present—in fact, there could be more by lengthening the 225-day school year. This type of plan has been recently proposed by Raymond Wyman of the University of Massachusetts.

Obviously, many adjustments would have to be worked out in either plan, but they are worth considering to obtain career teachers who want full-time employment and professional salaries. And, too, the classroom shortage could be alleviated somewhat.

We must obtain career teachers; career teachers want to work in their profession year-round. They also want professional salaries with opportunities for advancement according to abilities. Year-round teaching would seem to offer advancement opportunities better than at present. Year-round teaching would certainly be regarded with greater respect. Isn't it difficult for teachers to have sufficient prestige when the parent buys vegetables or shoes from them on Saturdays?

WORLD BOOK ENCYCLOPEDIA



Your students' need for knowledge was never so great

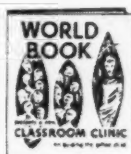
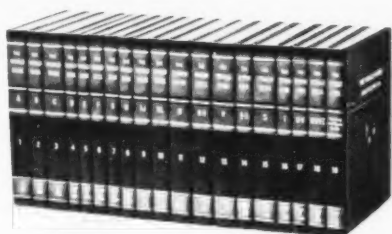
World Book Encyclopedia is expressly designed in every detail to give the student the greatest help to answer his "need for knowledge." It is even more important today as the world becomes more complex.

Visual aids increase memory retention. There are more than 20,000 illustrations — over 3,000 in color. World Book's style encourages interest and advanced reading.

A single alphabetical arrangement makes World Book inviting and easy to use for any student.

All articles are authentic, complete, and up to date, prepared by foremost authorities on every subject.

Indeed, World Book Encyclopedia deserves a place in every classroom. We invite you to examine World Book at your state or local convention.



New reduced prices for schools and libraries

WORLD BOOK
ENCYCLOPEDIA

Field Enterprises Educational Corporation, Chicago 54, Illinois

FREE! World Book service booklet for teachers,
"A Classroom Clinic on Guiding the Gifted Child."

Write to your local World Book Manager:

MISS DOROTHY DOWLING
528 No. Broadway, Fresno 4, Calif.

IVAN HOLTZINGER
6404 Hollywood Blvd., Suite 409, Hollywood 28, Calif.

JOHN B. SLATER
234 Van Ness Ave., San Francisco 2, Calif.

J. D. HOWARD
2223 El Cajon Blvd., San Diego 12, Calif.

LETTERS

from readers

College Credentials

May I suggest that colleges evaluate the teaching that goes on in their own classes, that college teachers be credentialled and required to know and demonstrate educational methods and techniques before they are allowed to become the sole arbiters of the teaching credential field?

—ALFRED J. AZEVEDO,
San Francisco.

School Workshops

In school supervision and in-service training the purpose of a workshop is to teach how to do something. The work part has a threefold role. First, it facilitates understanding and generalization by defining principles in operational terms. Second, it extends understanding beyond the verbal level. One doesn't really know fully how to do something until he has done it a number of times. Third, it provides a minimum of skill necessary to give the courage to try out the procedure being taught. This is extremely important if the goal of the workshop is to improve practice.

During World War II civilian adminis-

trative and supervisory personnel were taught how to teach another person how to do a job in five two-hour sessions. These sessions constituted an educational workshop. This is how they were conducted: The first session was devoted to preparing the learners and presenting the teaching method. The method pattern was illustrated by the instructor. That is, he used it in teaching how to do a specific thing. Then he drew from the group the steps he had followed. The next four sessions were devoted to student demonstration and constructive criticism of these demonstrations. The first demonstrations were always crude and inadequate but the last ones were smooth and effective. When a foreman went back on the job he usually used the method. He used it because he could do so without a lot of extra effort.

A workshop to teach teachers how to adjust to individual differences had the following phases: first, a presentation illustrating a method of adjusting to individual differences; second, a discussion of the principles involved. A demonstration illustrated the principles. Individual teachers applied the principles and techniques to their own situations. They brought the necessary data to the workshop. Teachers were assisted by the one who made the presentation much as a teacher would assist students in a class study period. Teachers who thought they had a better way of adjusting to individual differences were encouraged and assisted to bring their ideas to the operational level. The fourth phase was follow-up in the classroom.

The workshop is no panacea. But if it is used as herein described to teach how to do something that needs to be done it will facilitate educational progress by helping to bridge the gap between theory and practice. This will be especially true if the workshop is made a part of a complete action research process.

—GERALD L. JENSEN,
Coordinator of secondary education,
Imperial County schools.

(More letters on page 28-29)



WESLEYAN UNIVERSITY

GRADUATE SUMMER SCHOOL FOR TEACHERS

EARN THIS UNIQUE DEGREE:

Master of Arts in Liberal Studies

The degree of MASTER OF ARTS IN LIBERAL STUDIES—established by Wesleyan University in 1953—is designed especially for men and women teachers who are ambitious for personal and professional growth—teachers who want to fit themselves more fully for the new opportunities in American education. The program of 30 hours permits work in two or more related subjects and may include introductory courses in subjects not previously studied. Courses in Education are not required.

Small classes are taught by a distinguished faculty. Each student is treated as an individual.

The major fields in which the M.A.L.S. degree is offered include ART, BEHAVIORAL SCIENCE, LITERATURE, MATHEMATICS, NATURAL SCIENCE and SOCIAL SCIENCE. An INTER-FIELD major is also offered. The extensive curriculum includes American Literature, Anthropology, Art, Astronomy, Biology, Chemistry, Classics, Economics, English Literature, European Literature, Geology, Government, History, Mathematics, Philosophy, Physics, Psychology and interdepartmental courses.

The Certificate of Advanced Study is awarded upon satisfactory completion of 30 hours beyond the Master's degree.

Cultural, Recreational Program: Enjoy art, music, tennis, swimming, square dancing, tours—or just relax on the beautiful campus in the Connecticut hills.

CLASSES—JULY 2 TO AUGUST 12, 1958

MAIL THIS COUPON TODAY FOR CATALOG

Professor Joseph S. Daltry
Summer School for Teachers
Box 39 Wesleyan Station
Middletown, Connecticut

Please send me the catalog of Wesleyan's
1958 Graduate Summer School for Teachers.

Name

Address

City..... Zone..... State.....



Teachers who watch TV may have noticed this little fellow, who first appeared in December with "The Litterbug Rag," a musical novelty which reminds us of responsibility in keeping our roadsides clean. Clip him out and paste him on an appropriate placard to encourage schoolyard neatness. For more helps, write Keep America Beautiful, Inc., 99 Park Avenue, New York 16. Or, on roadside cleanup, write California State Chamber of Commerce, 350 Bush Street, San Francisco 4.

BOLANDER (Continued from Page 21)
 January 20, 1876, Richard Ott, secretary of the Board of Education, filed two charges against the superintendent. The first was that, while State Superintendent, he had issued fraudulent credentials to certain unqualified teachers. The second was that after becoming city and county superintendent he had assisted a teacher to obtain a certificate to which she was not entitled. It was agreed that the Board of Education had no jurisdiction over his prior conduct. Bolander denied the charges but requested a hearing. *The Daily Alta California* wrote:

We suspect that Mr. Ott has allowed himself to be used as a catspaw by other persons. The Board is Democratic and the Superintendent is Republican and other animosities besides those of politics are involved.

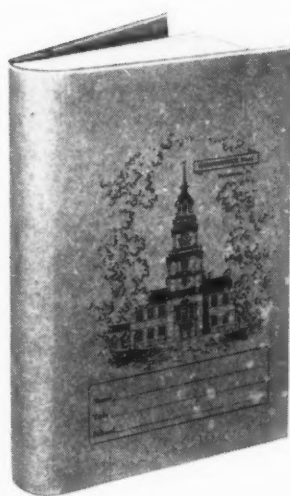
A hearing was held on January 21. The teachers concerned appeared and explained, and it appeared that in issuing the documents Bolander had acted as agent of the State Board of Education and not on his own. The *Daily Alta* headed a column next day on this subject with: "Failure to make a case against the superintendent."

Relations between the superintendent and the board remained strained. On January 24, 1877, Bolander resigned. Before doing so, however, he had sought and had obtained re-instatement as a principal and was assigned to the Bush Street School. Apparently this appointment had been made by removing two principals, Mrs. Plunkett and Mrs. Washburn. The issue smoldered until late in the year when Bolander was dismissed. Mrs. Plunkett was reinstated as principal of the Bush

Street School, and Mrs. Washburn was made principal of the Turk Street School. The former superintendent resented his removal and published a statement in the *Daily Alta* on December 16, 1877. In this he criticized the Board for acting without granting him a hearing. He also stated that he had been appointed to the principalship on the theory that Mrs. Plunkett and her husband had stated she wished to give up to devote herself to home duties.

Bolander left San Francisco sometime later and went to Guatemala where for seven years he engaged in educational work. He then removed to Portland, Oregon, where he accepted the chair in botanical science at Bishop Scott Academy. He held this position until his death, at age 69, on August 27, 1897. A year later Willis J. Jepson, professor of botany at the University of California, wrote a long article on Bolander's contributions to botany. He was a truly great botanist and in 1870 Lafayette College had conferred on him an honorary Ph.D.

He was a great educator also. He had an excellent working philosophy. He did not believe in the cosmopolitan schools as such but he believed that the child should be given an opportunity to learn a foreign language. This is a controversial subject still. He had difficult political opposition to face as City and County Superintendent, but his record as State Superintendent of Public Instruction was one of the best. His achievement in liberalizing state and county support in a period of depressed economic conditions marks Henry Bolander as an able administrator and an astute educator.



HOLDEN BOOK COVERS

can definitely reduce the per pupil cost of your textbooks.
 They prolong the life of the book from one to three years.

The ever-increasing enrollment means
 an ever-increasing textbook budget.

The use of Holden Book Covers will help solve that problem.

Holden Book Covers have been recognized as the standard in their field for over 80 years.

Be Thrifty, Buy Holden — It Pays!

HOLDEN PATENT BOOK COVER CO.

Springfield, Mass.



For complete catalogue write to
Dean of the

SUMMER SESSIONS College of the Pacific

STOCKTON 4, CALIFORNIA

TWO FIVE-WEEK TERMS START

JUNE 17 and JULY 21

1 9 5 8

Teacher Education

A modern education curriculum to vitalize teaching and supervision, and leading to many credential recommendations and advanced degrees

Special Features

EDUCATIONAL TV LAB.

July 7 through 19

WORKSHOP IN RELATED ART IN THE HOME

July 7 through 18

ELEMENTARY EDUC. LAB.

June 17 to July 18

KINDERGARTEN WORKSHOP

June 17 to July 18

EARN CREDIT ABROAD

EUROPE

June 20 to Aug. 6
10 countries inc. Russia

MEXICO

July 19 to Sept. 1 or 7, in cooperation
with the Experiment in International
Living.



A JOURNEY TO REMEMBER

A friendly chat—the sharing of ideas and impressions. All this is yours to enjoy when you travel by rail in France.

Your trip is more than the beauty of the country which passes by your window. It's the people you'll meet as you relax in well-appointed compartments.

You can't know France unless you know the French and this is the magic that awaits you when you travel the right way—the rail way.

TICKETS MAY
BE PURCHASED
BEFORE YOU
LEAVE THRU
YOUR TRAVEL
AGENT OR AT
ANY OF OUR
OFFICES.

323 Geary Street, San Francisco, Cal. • 1231 St. Catherine St., W., Montreal, P. Q.
FRENCH NATIONAL RAILROADS, 610 FIFTH AVE., N. Y. Dept CA-3

Please send me free illustrated booklet "France."	Name _____
	Address _____
	City _____ State _____

Papers Are Necessary

It's just a dirty shame that dentists have to work so hard filling teeth (it would be easier to pull), that bankers have to count money (they could make a rough guess at the end of each day and save hours), that lawyers have to argue cases in court (think of the time and effort that could be saved by simply pleading guilty all the time), and that teachers have to read and grade papers (without so much paper work, we could devote more time to teaching).

Some questions immediately arise, however: What is teaching? Does all learning take place in the classroom? Can we teach effectively without requiring paper work and plenty of it?

Certainly there are many techniques and devices besides written assignments that will develop healthy attitudes, change behavior, inculcate skills, and cause facts to be absorbed; but one needs practice in writing in order to learn to write.

The ability to organize one's ideas and express them in a lucid manner, a sensitivity to beauty and an empathy with one's fellow creatures, descriptive powers, correctness and precision: these are taught best through the student's own writing. Through his writing we become aware of attitudes that need handling; through writing he can express his feelings, fears, anxieties, and hostilities; through his writing we can help him develop skills in grammar, usage, and clear expression; through his writing he develops his vocabulary; through his writing he becomes a clear, logical thinker.

A teacher's reactions to student writing and his discussion with the writer can be one of the most effective techniques he can use to help his students. The ideas and attitudes in the writing lead to class discussion and to more purposeful reading.

Teachers of twelfth grade English, as well as teachers of the first two years of college, often find that their students are well versed in formal grammar, punctuation, usage, and sentence structure; they also often find that these same students can't write 500 words without committing errors repeatedly. The students are adequate in the subject when it is presented as drill material (easily corrected and scored, by the way) but they can't use it effectively. And what good is anything if one can't use it?

The ability of the student to express himself and develop a problem or describe something in a clear, coherent, forceful and effective manner is an ability sadly lacking in many students; they just haven't had enough practice writing because their teachers can't take the time to read their papers.

Reading, evaluating, grading, and reacting to the writing that our students have done takes a lot of time, but so does filling that tooth, counting that money every day, and spending time in court to protect that client.

—RICHARD H. BRAUTIGAM

Mr. Brautigam has taught English for eight years. He is chairman of the English department at Pacific Grove high school. He writes in rebuttal to the article in February CTA Journal, "Are We Buried in Paper?" by Richard A. Rodd.

Johnny's Books

Mr. Burt's plea (*CTA Journal*, February, page 26, "What Should Johnny Read?") for literary and adolescent goodness poses some interesting problems for us who seek to define such words as "ought," "good," and "true." Concerning morality Burt says, "It is not as important in the long run for boys and girls to know what they do, think, or say as it is for them to know what they ought to do, think, or say." Does this use of "ought" refer to personal desire, to personal guilt, or to rational recognition of a societal expectancy?

Burt appeals to Plato's moral idealism, ignoring the *Republic's* "medicinal lie" and, even more important, the basic concept of Plato's teacher: Know Thyself. Can we, then, seriously accept the contention that one's knowing what to do (theory) is more important than one's knowing what he is doing (practice)? On modern psychological grounds the emphasis on what ought to happen (future) is secondary to the *feelings* derived from what has happened and from what is happening, the over-emphasis of the former and lack of the latter being commonly described attributes of the psychopathic personality.

"Is" and "ought" are apparently confused in the following quotation: "The books high school students should be encouraged to read are books which portray life as it is lived or ought to be lived." Surely, most of us, regardless of our parochial use of "ought," would admit of a wide divergence between practice and ideal.

Thus Mr. Burt, by approving truthful books ("life as it is lived"), creates a puzzle, for he says this: "The teen ager ought not to find on the high school shelf any work which paints evil in seductive and attractive colors." Is not evil an important part of

"life as it is lived"? Students, consequently, are to read about life as it is *safely* interpreted. *Status quo* moralists and righteous conformists often display a lack of confidence in teen agers and a *fear* within themselves.

How much confidence in teen agers is expressed by these words? "... the book should not encourage the reader toward any action which is considered evil by the community." Psychologists and sociologists generally agree that books can further upset those already maladjusted. Does this mean that high school libraries are to be confined to the limits of safety for neurotics? That a book encourages its reader to some kind of action certainly is dependent upon the reader's character.

Evil from a conventional standpoint can be "seductive and attractive." A denial of this phenomenon through a censorship by omission represents at least fear and perhaps guilt and dishonesty. Ignorance and avoidance have nothing to do with morality: understanding and challenge have.

To Mr. Burt's question I pose an answer. "Are there standards by which we can evaluate a book so that we can encourage a teen ager to find out through books *what life is all about* without exposing him to immorality and obscenity?" No, the danger and greatness of a free society rest upon the *individual's* response to moral challenge.

—JACK SILVERMAN,
English teacher, East Bakersfield
high school.

GRIMROSE GRAMMAR



"Stop trying to lose yourself in the crowd, Miss Pieffer!"

teach by SHOWING— ... show by GOING!

Continental Trailways CHARTER BUSES are your answer! Whether you are planning tours of manufacturing plants, mining operations, state capitals, agricultural areas, parks, zoos or historic monuments... your class can see them all CONVENIENTLY... SAFELY... on Continental Trailways CHARTER BUSES! And remember, when your own vacation time comes, your questions about how to travel COMFORTABLY... LUXURIOUSLY... ANYWHERE in America... have the same answer... CONTINENTAL TRAILWAYS!



CONTINENTAL TRAILWAYS

TOUR DEPARTMENT
CONTINENTAL TRAILWAYS BUS SYSTEM
1501 South Central Avenue
Los Angeles 21, California

I am interested in:
☐ A Charter trip for my class.
☐ An escorted tour for myself.
☐ Free vacation planning for myself.

To _____ from _____
Approximate date of departure _____
Name _____
Address _____
City _____ State _____

Notable Social-Science Texts for High Schools

Problems Facing America and You	KIDGER-DUNWIDDIE
Our Country's History*	MUZZEY
Today's Economics*	GOODMAN-MOORE
World Geography, Revised*	BRADLEY
World History, Revised*	SMITH-MUZZEY-LLOYD
Social Living, Third Edition*	LANDIS

The starred texts above include, among their teaching aids, Workbooks and Tests, and Manuals.

Ginn and Company

2550 Hanover Street, Palo Alto

SAFE WAY TO CARRY MONEY FIRST NATIONAL CITY BANK TRAVELERS CHECKS

FULL REFUND IF LOST OR STOLEN



YOUR SIGNATURE IS YOUR SAFEGUARD
BUY THEM AT YOUR BANK
GOOD AS CASH ANYWHERE, ANYTIME

BACKED BY THE FIRST NATIONAL CITY BANK OF NEW YORK • MEMBER FEDERAL DEPOSIT INSURANCE CORPORATION



EXPLORER GOES TO SCHOOL

Frank Zioli, Pasadena City College instructor, borrowed an exact replica of Explorer I from nearby California Institute of Technology Jet Propulsion Laboratory. More than 1000 junior college and high school students got to examine it, feel it, and ask questions during the half-day visit. The model shown is an exact duplicate of the satellite now in orbit, which was built at Jet Lab.

CTA Journal, April 1958

Stan

Jan
Field
Los
come
in the
Wil
staff
to mo
to tak
Harry
sion
As

Journ
Har
Exec
howe
"dou
his ti
ethic
San
of th
Journ
Is.

Er
Will
Dr. C
Dr. S
child
Craig
bach
State
high
AB a

CTA

Starrett Joins Staff, Williamson to Move

James M. Williamson, Jr., CTA Field Service representative in the Los Angeles office, is slated to become Personnel Standards Executive in the state office at San Francisco. Williamson, who joined the CTA staff last summer, expects to be able to move to the Bay area this month to take over duties now performed by Harry Fosdick for the CTA Commission on Personnel Standards.

As announced in last month's CTA



JAMES M. WILLIAMSON

Journal, Fosdick has succeeded W. Harold Kingsley as Public Relations Executive. Since the first of the year, however, he has been working in "double harness", spending much of his time in recent weeks completing ethics investigations in Pasadena and San Lorenzo. Fosdick is the author of the widely read column in this Journal titled "What I Want to Know Is . . .".

Employed on March 1 to succeed Williamson at the CTA-SS offices is Dr. George S. Starrett of San Diego. Dr. Starrett, 33, is the father of two children, Sandra Lee, 6, and Randall Craig, 3. His wife, Jackie Lee, has a bachelor's degree from San Diego State. He is a graduate of Hoover high school, San Diego, taking his AB and MA degrees from Stanford



GEORGE S. STARRETT

and his doctoral work in education at UCLA.

Starrett is a science and mathematics teacher, having served since 1950 at Centerville and at Pacific Beach Junior high and Marston junior high in San Diego. He has been teaching physical sciences and mathematics at San Diego junior college for the last two years.

He has been active in the San Diego Teachers Association and on the Southern Section council. He was a staff sergeant in the combat engineers serving in Europe, 1943-46.

What I Want to Know Is . . .

(Continued from page 14)

ment and pregnancy, however, the board is not required to grant requests for leave.

Employment petition

Ques. Though I have been teaching in this school for 8½ years, it recently became part of a unified school district and I was informed that I would not be recommended for tenure. The supervising teacher thought my work was satisfactory, but when I found that the administration did not like me, I resigned. Now the people want me back and have started a petition. In order to get back into the school, what must be done? How many names must be on the petition? Does



Delicate Arch in Utah's Arches National Monument

Stray through ghost towns of the roistering past or enjoy the bustle of thriving cities . . . See the searing salt desert of the Forty-Niners or scale soaring mountain peaks . . . lazily play in clear mountain lakes or "run the rivers" . . . float like a cork in America's great salt sea

or explore the fantastically unbelievable natural bridges and arches country. Wherever you go, whatever you choose to do, Utah offers you the vacation you'll never forget. For time holds its breath in this land where hospitable people welcome you in the fertile valleys . . . and where adventure beckons you at every byway.



Here's a full-color book of "what to see and where to go" information—a list of special events . . . a full-color highway map. Plus, full data on Utah's Zion and Bryce national parks, eight national forests, and nine national monuments.



UTAH Tourist & Publicity Council
State Capitol, Dept. 116
Salt Lake City, Utah

Name.....
Address.....
City..... State.....



in CALIFORNIA'S WONDERLANDS

- LASSEN NAT'L PARK June 15-21
- YOSEMITE NAT'L PARK June 22-28
- ASILOMAR June 29-July 5

one unit for each 5-day trip. NO
HOMEWORK, BOOKS, OR TESTS
invigorating morning jaunts along
the trail studying trees, birds, wild
flowers
afternoon trips to special points of
interest
evenings of fun and relaxation
for information about this unique
way to earn college credit

West coast nature school

San Jose State College
San Jose 14, California

EUROPE

SECOND ANNUAL COMPARATIVE EDUCATION TOUR

Under the sponsorship of Loyola University of
Los Angeles and the California Teachers Asso-
ciation, Southern Section. Unique Travel Plan
designed for California teachers. 45 actual land
days. University credit optional.

Low Cost Limited Number
Write:
COMPARATIVE EDUCATION TOURS
1115 Wiladonda Drive La Canada, Calif.

*a petition signed by the people over-
rule the superintendent?*

Ans. Your resignation removed any
legal rights you may have had for re-
employment. Consequently, any ef-
fort must be based on a request, not
a demand. A petition has only the
effect of expressing the desires of a
signatory. It is in no way binding on
the governing board.

Your only approach, it appears to
me, is to write a letter to the govern-
ing board requesting re-employment
in the district. The support being
given by the adults in your school
community indicates their satisfac-
tion with your services, and this could
be considered by the board. If this
request is not granted, however,
there is no way in which the board
could be compelled to re-employ you.

Transportation expense

Ques. *What is the law regarding the
reimbursement of a teacher for trans-
portation expense necessary to a
teaching assignment? As a special
teacher, I must drive my own car to
the various buildings where I serve.
My contract calls for a \$150 car allow-
ance per year, but this amount does
not begin to cover the extra expense
my travel to outlying schools involves.*

Ans. There are many types of em-
ployment which require the employee
to provide his own transportation,
usually reimbursed in whole or in
part. We think the employer should
meet this cost completely, though we
recognize that most mileage rates al-
lowed do not cover all the costs of
owning and operating an automobile
in business.

Since your district follows the
rather common practice of allowing
a flat fee for transportation, your ac-
ceptance of this provision in your
contract removes any legal obligation
of the district to offer reimbursement
which would be more equitable.
Your recourse might be to keep a
close record of your driving for a
month and then present a request for
an increase in the allowance. If there
is any way in which a re-scheduling
of duties would reduce the transpor-
tation requirement, this might be of-
fered as an alternative.

Community property

Ques. *In deciding on a division of
property in a divorce proceedings, I*

ENJOY YOUR
SUMMER VACATION AT

RICHARDSON SPRINGS

IN THE MOUNTAINS NEAR CHICO



New, economical Modified
American Plan Rates for
the 1958 season. Many
vacation activities plus invigorat-
ing Mineral Water Baths and ex-
pert masseurs—Carousel Lounge
and delicious food.

For Reservations contact your
Travel Agent or our representative:
Hall Wilson & Associates listed in
your phone directory. Write, wire
or call:

RICHARDSON *Mineral* SPRINGS

BOX 57, RICHARDSON SPRINGS, CALIF.
Phone: RICHARDSON SPRINGS 71

COLLEGE of the PACIFIC 1958

Summer Tour to Europe and Russia

Departing from San Francisco via Pan
American Airways Polar flight June 20th.
Visiting - Paris, Berlin, Stockholm, Hel-
sinki, Leningrad, Moscow, Kiev, Odessa,
Istanbul, Athens, Rome, Geneva, London.
Optional return from Rome via Florence,
Venice, Milan, Geneva, Brussels and
London. Tour cost \$2245.00. Interviews
and sessions with U. S. Diplomatic and
Information Staffs were highlights of last
year's tour and are being repeated this
year.

Conducted by Mr. Elliott J. Taylor, Direc-
tor of Admissions and Director of Tours,
College of the Pacific. Past District Gov-
ernor of Kiwanis International. Experi-
enced tour conductor.

College Credit Available.

For descriptive folder and
reservations contact:

Director of Tours
College of the Pacific, Stockton 4, Calif.
Charles Travel Service
125 North Hunter Street, Stockton 2, Calif.

find that my teacher's retirement fund has been listed as community property. Is this valid?

Ans. The amount of money which a teacher actually contributed to the retirement fund during the time in which he or she was married is considered to be community property in California, even though the spouse cannot touch that money. If you need to know the amount which should be so allocated in a property settlement, you can obtain the figure by writing to the State Teachers Retirement Board in Sacramento, giving that office the date of your marriage.

Long-term contract

Ques. May a school board offer a high school principal or a teacher a three-year contract if the district is in the process of becoming a tenure district during this school year? We were advised by the county superintendent that it could not be done under the conditions I have cited.

Ans. There is no legal provision for long-term contracts for principals or teachers, regardless of the size of the district. However, there is nothing to preclude a district from granting permanent status voluntarily to those who have been employed for three or more years on a regular credential.

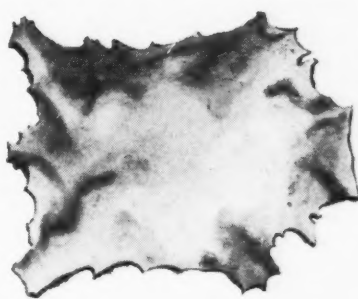
We have urged districts entering mandatory tenure status to minimize the staff uncertainty and the number of decisions to be made the final moment by making some of the teachers permanent each year as they become eligible. This decreases staff tension and makes the transition much smoother.

Agenda notice

Ques. Our superintendent's salary was raised by the board at its meeting last night, even though this proposed action was not on the agenda for the meeting. Is this legal?

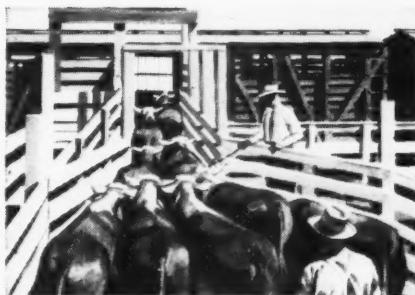
Ans. Yes, the law permits termination of a contract and issuance of a new contract with different provisions when mutually satisfactory to both parties. Since the action occurred at a regular board meeting, the fact that this item was not specified on the advance agenda does not affect legality of the action. Had it been a special board meeting, the action could not have been taken unless it was included in the advance announcement of the business to be considered in the special session.

FROM HIDE TO HANDBAG



America's Railroads Make the Connections!

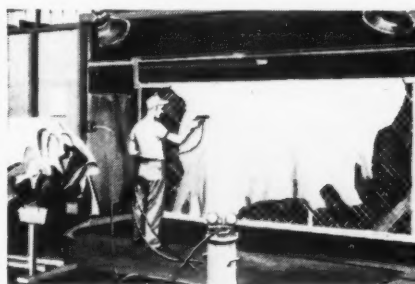
One of the very first products made by man was leather. Although age-old processes are still followed, modern manufacturing techniques have transformed the leather industry. Turning hides into a variety of articles, ranging from handbags to industrial belting, calls for many highly skilled operations—and dependable, economical railroad transportation!



Leather starts its long trip to you "on the hoof" — in stockcars that carry animals to meat-packing plants. The majority of the hides and skins used to make leather are actually by-products of the meat industry.



The perishable hides and skins go by rail to tanneries, where they are converted into leather by "tanning" — soaking in baths of vegetable extracts or chromium compounds. This process may take as long as 6 months.



Tanned leather still does not look like the leather you use and wear every day. First, it must be dyed or colored, then "finished" in a variety of ways. Then it is shipped to factories across the country — again by railroad.



Shoes are the most important single item manufactured from leather. Over half a billion pairs were made in this country last year! Luggage, gloves, belts and upholstery are other big uses of this supple, sturdy material.

Supplying the leather industry with low-cost transportation is a big job for America's railroads. It's another example of how the railroads serve the nation every day — swiftly, efficiently, and economically.

Association of American Railroads

WASHINGTON 6, D. C.



Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 35.



TOUR DIRECTOR
Dr. Edwin J. Staley, Executive Secretary,
Calif. Assn. for Health, Phys. Educ. and Recreation

Attend University of HAWAII

Summer School Sessions
Special for California teachers and students

54 DAY VIA SHIP	45 DAY VIA AIR
On-Campus Residence	Waikiki Hotels Residence
\$499	\$549

Price Includes All This!!

- ★ Round Trip Transportation
- ★ Excellent Accommodations
- ★ Aloha Greeting and Transfer
- ★ Tipping and Luggage Handling
- ★ Orientation Meeting
- ★ Aloha Reception Party
- ★ Introduction Party—First
- ★ Introduction Party—Second
- ★ Fashion Show—Luncheon
- ★ Picnic—Hawaiian Style
- ★ Luau—Hawaiian Feast
- ★ Formal Dinner and Dance
- ★ Dinner and Dance Nite
- ★ Pearl Harbor Cruise
- ★ Circle Island Tour
- ★ Mt. Tantalus Tour
- ★ Koko-Head Waimanalo Tour
- ★ City Tour of Honolulu
- ★ Romantic Catamaran Sailing
- ★ Thrilling Outrigger Canoe Ride
- ★ Glassbottom Boat Excursion
- ★ "Hawaii Calls" Radio Program
- ★ Aquarium Tour
- ★ Guest Card Privileges—Clubs
- ★ House Doctor on Call
- ★ Aloha Farewell and Transfer
- ★ Large Central Waikiki Office to serve you in every way.

STEAMSHIP SPACE STILL AVAILABLE
FOR EARLY APPLICANTS

THE VOLUME OF BUSINESS GIVES OUR
GROUP ECONOMIC ADVANTAGES AND
PRIORITIES NOT AVAILABLE TO INDIVIDUALS TRAVELING ALONE.

UNIVERSITY STUDY TOURS

Attn: Dr. Edwin J. Staley, Tour Director
Box 458, CTA Bldg.,
693 Sutter Street
San Francisco 2, Calif.

Send me information on your tour.

Name _____
Street _____
City _____ Zone _____ State _____

Seaborg Urges Teacher Pay

SCIENTIST GLENN T. SEABORG, associate director of the University of California Radiation Laboratory, blamed the voters for not supporting the schools in a major speech March 8 before the California Educational Research Association and the American Educational Research Association at the St. Francis hotel in San Francisco.

"People must somehow be jarred out of the comfortable complacency that America will always lead the world in science and in commercial productivity and that our standard of living and national security are assured by the system as it stands," he said.

"In spite of the overwhelming case for the importance of science, there is much evidence that the public has not yet caught on to the gravity of the situation," he warned.

After discussing basic curriculum and the national need for trained scientists, Seaborg said an obstacle "standing in the way of achieving our objective is the matter of teachers' salaries . . . this is probably the single most important problem facing us. . . . It is pure fantasy to believe we can bring about any real change in our school system without a drastic change for the better in the economic incentives for teachers."

School Bills In Legislature

With the Governor's call to the Legislature opening the special session to almost unlimited introduction of educational issues, almost half the bills considered in Sacramento last month affected the schools.

Due to close March 29, the short session had not completed action on important school bills at press time. CTA-sponsored pay raises for State College faculties seemed to have a chance, the Governor's plan of mandated courses was doomed, and Arthur Corey's plea for funds for printing of elementary texts failed to get committee approval.

A summary of achievement (or possible disappointments) by CTA's legislative advocates will be published in May issue of *CTA Journal*. Weekly reports were issued in March by Robert E. McKay through the *CTA Legislative Letter*.

THE MONTEREY INSTITUTE OF FOREIGN STUDIES

4th Summer Session

July 7 - August 22, 1958

□

Intensive Study of:

LANGUAGES AND CIVILIZATIONS of France, Germany, Italy, Spain, and Russia (native instructors). Workshop in the teaching of French and Spanish in elementary grades (up to eighth).

□

POLITICAL ARTS

(Comparative History, International Economics, Comparative Law, Asiatic Civilizations)

□

Graduate and Undergraduate Credits May Be Earned

□

On the Monterey Peninsula, renowned for its mild climate, scenic beauty and international community.

□

For full particulars write to:
THE MONTEREY INSTITUTE
OF FOREIGN STUDIES
P. O. Box 1522
Monterey, California
Telephone: FR 2-3560

this summer, it's

CALIFORNIA

SUMMER SESSIONS • UNIVERSITY OF CALIFORNIA

You have a choice . . . in southern California, on the Los Angeles or Santa Barbara campuses . . . in northern California, on the Berkeley or Davis campuses.



for complete information

mail this coupon NOW!

MAIL TO
DIRECTOR OF SUMMER SESSIONS—STATEWIDE
UNIVERSITY OF CALIFORNIA
LOS ANGELES 24, CALIFORNIA

I WOULD LIKE COMPLETE INFORMATION ON
SUMMER SESSION CLASSES FOR 1958 . . .

LOS ANGELES BERKELEY
SANTA BARBARA DAVIS

NAME _____

ADDRESS _____

new books

ON REVIEW

PRINCIPLES AND PRACTICES IN GUIDANCE, by Emery Stoops, and Gunnar L. Wahlquist; McGraw-Hill Book Company, Inc., New York: 369 pp., 1958, \$5.50.

Guidance has unfortunately created the connotation of help for the deviate in lieu of its correct definition: aid for *all* in successfully functioning in and contributing to their society. Generally, Stoops and Wahlquist adhere to the venerable psychological principles of guidance, but with their pandemic approach the authors avoid the typical tome of the traumatic cases for whom the love-and-affection prescriptions are so glibly, and perhaps perfunctorily, offered. They note with crisp candor that a counselor must periodically admit defeat; he must also, if circumstances warrant, simply state to the counselee, "This you must do!" School guidance, they feel, must be practical or it is superfluous.

The text is primarily focused upon the secondary school, in which the contiguous aspects of educational and vocational guidance are abundant. Vocational guidance is, by sheer weight of numbers, a complex field; there are presently 18,000 occupations from which to choose. Compound this with the salient features of each—viz., the preparation needed, the minimal mental or physical capacity, and the remunerative range—and the myriad nature of guiding the student in an optimum choice is seen. Herein lies the strength of this book. The authors furnish a profusion of concrete suggestions to the counselor striving to glean essentials from this morass of occupationality.

Several segments of guidance often glossed over are examined here; the public relations aspects of good vocational guidance are recognized. Also illuminated are pertinent budgetary matters.

Stoops and Wahlquist have forged a text inclusive of all degrees of the 360 of the full guidance circle. And although the individual's adjustment is not submerged beneath Sputnik-wrought freneticism, the authors are cognizant, as stated in their first chapter, of a paramount consideration in today's guidance program: America's survival is now challenged, and the capacity of each youth must be realized.

Dr. Stoops is professor of educational administration at University of Southern California and Dr. Wahlquist is assistant superintendent in charge of instruction at El Monte union high school.

—BARRY G. JOHNSON

SOVIET EDUCATION, George Kline, Editor; Columbia University Press, New York, 1957. Pp. 192, \$3.50.

Recent events have told us much about Soviet accomplishments. We have learned that they know a great deal about science, including mathematics. We note their com-

East-West Mecca

1958 SUMMER SESSION
JUNE 23 TO AUGUST 1
STIMULATING COSMOPOLITAN CAMPUS

215 graduate and undergraduate courses in 39 fields

Education Workshops—distinguished faculty

UNIVERSITY OF HAWAII
HONOLULU 14, HAWAII

SUMMER TOURS

(There is still time to book)

EUROPE . . . French Study Tour . . . \$745
Includes 3 units of credits in political science from Penn. State. Tour rate is all-expense from N.Y.

EUROPE . . . S. F. to S. F. . . . \$1550
Fly the new turbo-prop airliner from S.F. to London. Tour continent in American cars.

JAPAN . . . Air Cruise . . . \$1495
Personally escorted by Ozzie Hilton. Three weeks in Japan. Extension to Hong Kong, Bangkok, Singapore and Manila.

HAWAII . . . Six Weeks . . . \$495
Via S.S. LEILANI June 17 or air June 22. Apartment-hotel near beach. Sightseeing and Luau. Attend Summer School if desired. Return via ship or plane.

Write for Free Folders

Hilton Tours P.O. Box 1007
Vallejo, California



*Here are easy-to-read
challenging
science readers*

FOR THE ELEMENTARY CLASSROOM

Now you can get fascinating and simplified science books . . . written at a low reading difficulty level: THE WEBSTER CLASSROOM SCIENCE LIBRARY. Each of these books supplies boys and girls with an abundance of science material, most of which is not usually covered in ordinary textbooks. Each book abounds in full-color natural illustrations, to help you make science alive and meaningful to every pupil. The text and illustrations of the Library were prepared by various authors and artists, expert in each scientific field.

You'll receive a wealth of excellent material. More than 300 different topics are thoroughly covered in a clear and concise manner. In addition, each book has a page of Study Aids—"Things to Talk About", "Things to Do", and "Hobbies". Besides using the Library as supplementary readers, you can spark classroom discussions, projects and experiments with the material in each book.

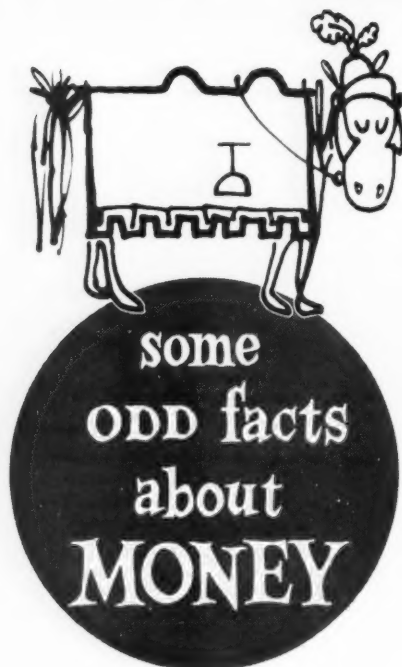
You also get an incentive plan for reading: With each set of 12 Webster Classroom Science Library books you order, you will receive 10 Webster Classroom Science Library Achievement Awards free. You can award these beautiful certificates to the pupils in your classroom who read and master the books. It's a perfect incentive plan to stimulate an interest in outside reading.

The Webster Classroom Science Library will prove so popular, we suggest you order one set for every ten pupils in your classroom now! Set of 12 books \$4.92 plus postage.


WEBSTER PUBLISHING CO.
1808 WASHINGTON AVENUE • ST. LOUIS 3, MO.

YOUR CALIFORNIA REPRESENTATIVE:

Clark H. Rader, 415 West Virginia Ave.
Glendora, Calif.



DID YOU KNOW...

Horses paid taxes?

Salary means "salt money"?

Tobacco was legal currency?

Sea shells are money?

Teachers of grades 5 to 12...

money is usually a serious subject and economics often a dull one. But there are many occasions in history when man's money and his economics were interesting, colorful, even humorous.

We have compiled a number of these occasions into a light, bright booklet entitled "Some Odd Facts About Money." This booklet is available to you for class work. You will find it helpful as supplementary material in teaching basic economics, history and social studies. Your students will enjoy it and, we're sure, remember what they learn from it. The coupon below will bring you whatever quantity you need.

MAIL THIS COUPON TODAY!

Public Relations Department
Pacific Finance Corporation
621 South Hope Street
Los Angeles 17, California
Please send me free _____ copies of
"Some Odd Facts About Money."

NAME _____
GRADE _____
SCHOOL _____
ADDRESS _____
CITY _____ STATE _____

petency in a variety of fields from IGY to ballerinas and chess.

What we want is a long, detailed look behind the Iron Curtain to see how the Soviets got that way.

I hasten to point out that the authors of SOVIET EDUCATION are of little help in this regard. Editor Kline has assembled the narrations of eight one-time students and teachers who left the USSR before or during World War II.

In their reports, the writers detail the educational schemes, "experiments", and out-and-out fumbblings of the late 1920's and the 1930's. Soviet schools ousted competent teachers in favor of Party functionaries. Semi-literates taught illiterates. Science, literature, art, and education were dominated by "Marxism - Leninism", and dialectical materialism was a must in every school.

Fear and terror were frequent among students and instructors at all levels. The result was a minimum of discussion, emphasis upon rote memory according to the current turnings of the Party line, and corruption of faculties in matters of student admissions, course requirements, and grades.

The contributors present but fragments of the total past picture of Soviet education. Their reports are limited to certain institutions and to certain periods in time. George Counts says in his foreword that the book's contribution "resides in the realm of intangibles". It does not explain or indicate how the Russians got that way.

Its values may lie in the inferences we draw or in the further questions we must ask. Given this glimpse of the past, we would do well to look for more: a closer view by USA-USSR exchange teachers, exchange students, visiting professorships, and plane-loads of interested citizens.

Perhaps we had better read between the lines of Soviet educational journals as diligently as we now read line for line in their technical publications.

Helpful as this book is in showing us the past, its title is a misnomer, and it has relatively little value for either research or general understanding in our current real battles against communism.

—NATHAN KRAVETZ

ARE YOU A REVIEWER? Many excellent professional books on teaching are regularly received by the Journal for review. It has been our practice to forward some of them to competent educators for their expert opinions, which we publish in these columns. If you want your name added to the list, write the editor.

—JW/M

Notes in the Margin

MORE than sixty million people all over the world have learned to read in their own languages as a result of the work of Dr. Frank C. Laubach, educator and missionary, renowned for his work in combatting illiteracy. His latest book, *The World Is Learning Compassion*, suggests that the chief problem today is not Communism but the hunger that gave birth to Communism.

UNIVERSITY OF COLORADO 1958 SUMMER SESSION

Enjoy study and vacation pleasures in invigorating summer climate, in view of snow-capped peaks, within walking distance of mountain streams and lakes. Well-organized recreation program—week-end hikes, guided mountain climbs, bus trips over scenic highways, steak fries, square dances, other activities.

FLEXIBLE ENROLLMENT PLAN 1958 SUMMER SESSION

Two Separate 5-week Terms

1st 5-week Term 2nd 5-week Term

JUNE 13-JULY 18 JULY 21-AUG. 23

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

4-6 Credits 4-6 Credits

Two Separate 3-week Mid-Summer Periods

JUNE 30-JULY 18 JULY 21-AUG. 8

☐ ☐ ☐ ☐ ☐ ☐

3 Credits 3 Credits

Two Separate 4-week Curriculum and Instruction Workshop Sessions

JUNE 23-JULY 18 JULY 21-AUG. 15

☐ ☐ ☐ ☐ ☐ ☐

4 Credits 4 Credits

FIFTEEN ATTENDANCE OPTIONS To Fit Your Summer Plans

800 courses leading to graduate and undergraduate degrees. Well-equipped laboratories, 800,000-volume library. Distinguished visiting and resident faculty. Lectures by leading scientists, concerts by renowned artists. Summer-long Creative Arts program. Arts and crafts exhibits. Excellent living accommodations on University campus. Room and board, \$19 to \$23 weekly.

FILL IN AND MAIL TODAY

Dean of the Summer Session,
16 McKenna Bldg.
Boulder, Colorado
Please send Summer Session Bulletin.

(My Name)

(St. and Number)

(City & State)

UNIVERSITY OF COLORADO BOULDER

Some time this year, Dr. Laubach will go around the world with Edward R. Murrow and Fred Friendly to make a picture on teaching literacy, which will be featured on television.

Here in the U.S., teachers trying to explain the intricacies of the English language to non-English speaking students, may be interested in looking over the Cardinal Edition of **English Through Pictures**. Book I has been available for some time, but now there is a second book, supplementing the first. The books may be used in the classroom, but can also be placed in the hands of learners of English, as a self-help text. Price is 35c.

Many teachers will be glad to know about a book written by ten parents who hope to "contribute to a renaissance in parental values and the rearing of youth so that parents will recognize that the educational process is not solely the responsibility of the teacher." The book is **The Challenge of Children**, by Cooperative Parents' Group of Palisades Pre-School Division, and Mothers' and Children's Educational Foundation, Inc., and is now in its third printing since its 1957 publication. William Morrow & Company, New York, 192 pp., \$3.75.

In his book, **The Social Psychology of Music**, Dr. Paul R. Farnsworth, professor of psychology at Stanford, attempts to write for both a psychological and a musical audience, presenting a coherent picture of the phenomena of the field, its major problems and the solutions he believes plausible. Chapters cover such areas as The Psychological Approach to Music, The Social Psychology of Musical Scales, Nature of Musical Taste, Nature of Musical Abilities, and Applications of Music to Therapy and Industry. Dryden Press, New York, 290 pp., \$4.50.

California Real Estate Manual, by Byron R. Bentley, is designed for adult education courses where basic principles of real estate are desired, both law and practice. It is simple, logical and teachable. Parker & Son, Los Angeles, \$3.95.

The 1958 edition of **The Yearbook of School Law**, by Dr. Lee O. Garber, is now ready for distribution. The author deals in some detail with what are considered to be the most significant cases with implications for education, that have been decided during the past year. Special added features in this year's edition include "Federal Control of State Officials" and "Recent Decisions Affecting Desegregation." Interstate Printers and Publishers, Inc., Danville, Illinois, 180 pp., \$3.

Two California teachers, Blanche McDonald and Leslie Nelson, both of Los Angeles State College, have produced a book which is likely to be of immense help to all teachers, particularly beginners: **Methods That Teach**. It covers selected procedures for teaching in ten different fields, among them social studies, primary reading, language arts, arithmetic, and science. Wm. C. Brown Company, Dubuque, Iowa. Paper cover, large page format, plastic-bound. 237 pages, \$3.75.

The Ethical Culture Schools of New York City have published a magazine called **Teaching and Learning**. They refer to it as a "pilot project" which they hope to publish

CAREER OPPORTUNITY

A nationally known life insurance company is interested in selecting one man for sales training in estate planning and business insurance. L. A. area. 3 years training program. Compensation to \$500 incentive bonus while training. Ages 24-45, 2 to 3 years residence in L. A. area, preferably married. MA 6-5568 (LA), 1653 Beverly Blvd., Los Angeles 26.

BOOK MANUSCRIPTS

CONSIDERED

by cooperative publisher who offers authors early publication, higher royalty, national distribution, and beautifully designed books. All subjects welcomed. Write, or send your MS directly.

GREENWICH BOOK PUBLISHERS, INC.

Attn: MR. ISENHOWER, 489 FIFTH AVE.
NEW YORK 17, N. Y.

PATRONIZE YOUR ADVERTISERS!
THEY PATRONIZE YOU!

NEW HORIZONS
a suggestion
we hope proves helpful



To grade school teachers

Although the youngster at right is younger than elementary school child, the idea outlined here may be happily applied to any grade.

FOR MERRY MONTH OF MAY

Here is an idea you may care to adapt to your use. It is rooted in the love of flowers so natural to children—and in their perennial delight in wearing a costume. And a clown suit is always a great favorite, easy to make—and gay.

For May Day Fun—week or day before May Day—as seat work or in art class, boys and girls could be busily engaged in creating baskets and flowers. Depending on aptitude and grade, baskets of flowers could be for mother, for PTA, trays for hospitals, old peoples' homes, etc.

Messengers would deliver baskets in clown suits—the suits to add to

the gaiety and light heartedness of "Merry May."

For May Birthdays—The thinking behind the idea of flowers and clowns could be used all month long in celebrating birthdays of pupils or great people born this month. You might bunch and celebrate all same day.

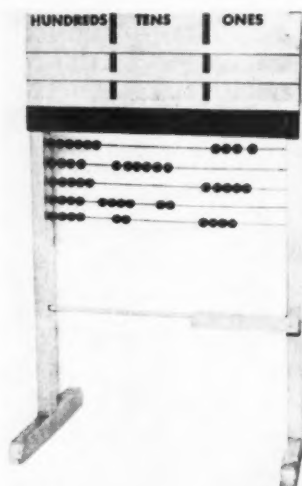
Preparation for May birthdays would be a room affair and take time if children have to do any research in connection with the May "greats."

Invitations might be clowns cut out from magazines or painted or drawn by children. And a flower should be pasted, taped or drawn as though clown were holding it.

For a quick little lift!



The cool, lively flavor
and natural chewing of refreshing
Wrigley's Spearmint Gum give you a nice,
little "pick up." Satisfies for a between meal treat
yet never rich or filling. Enjoy daily! Millions do!



The ABaCounter features:

- Portability—51" high x 31" wide
- Built-in blackboard on reverse side of place value chart
- Attractive green and gray finish

The ABaCounter complements the new California arithmetic textbooks

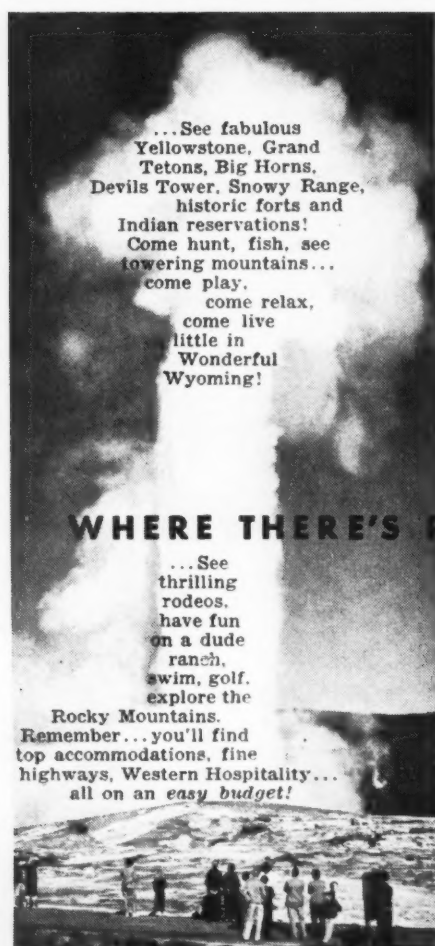
**The new
arithmetic teaching aid
The ABaCounter**

The visual way to teach arithmetic in the primary grades.

Numbers become meaningful as students discover the decimal system.

The ABaCounter makes arithmetic an active and enjoyable experience for students and teacher alike.

For illustrated brochure & price list write:
ABaCounter Sales
319 N. Pleasant Hill Road.
Pleasant Hill, Calif.



...See fabulous
Yellowstone, Grand
Tetons, Big Horns,
Devils Tower, Snowy Range,
historic forts and
Indian reservations!
Come hunt, fish, see
towering mountains...
come play,
come relax,
come live
little in
Wonderful
Wyoming!

WHERE THERE'S ROOM TO ROAM...

...See
thrilling
rodeos,
have fun
on a dude
ranch,
swim, golf,
explore the
Rocky Mountains.
Remember...you'll find
top accommodations, fine
highways, Western Hospitality...
all on an easy budget!

*Adventure
in*
**WONDERFUL
WYOMING**

America's different summer
wonderland...with an endless
variety of adventure to en-
joy...and remember!

Come by plane, train, car, bus to
this wonder-filled adventureland.
Come alone...come with your
friends...come with your family
...and enjoy a vacation that's
easy on your budget!

PLEASE PRINT

**WYOMING
TRAVEL COMMISSION**

Room T-1, Capitol Bldg., Cheyenne, Wyo.

Please send your free vacation packet to:

Name.....

Address.....

City & State.....

A Wyoming vacation is fun in Spring,
Summer, Fall!

from time to time, and on which they invite readers' comments. The first issue, written by members of the faculty, covers such topics as "Public and Private Schools in the American Heritage," by Lawrence A. Cremin; "Education of the Gifted in America," by Luther H. Tate; and "Teaching Moral and Spiritual Values," by Victoria Wagner. Order direct from Ethical Culture Schools, 33 Central Park West, New York 23, at 35c.

Another "first-time" publication is a Survey of State Legislation Relating to Higher Education, published by the U.S. Department of Health, Education and Welfare in response to growing numbers of requests from administrative officers of colleges and universities. Its primary purpose is to provide information likely to be useful in planning programs and budgets in higher education. 60c from Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

Other HEW publications, obtained from the Superintendent of Documents, include:

—Offerings and Enrollments in Science and Mathematics in Public High Schools (Pamphlet No. 120), by Kenneth E. Brown, specialist for mathematics, and Ellsworth S. Obourn, specialist for science. 25c.

—Public Vocational Education Programs (Pamphlet No. 117, Rev.), characteristics of programs under provisions of the Federal Vocational Education Acts. 15c.

—Local Planning for Better School Districts (Pamphlet No. 121), by C. O. Fitzwater, chief, local school administration section, and Winston L. Roesch, specialist, school district organization and administration. 15c.

—Conservation Experiences for Children (Bulletin No. 16), by Effie G. Bathurst and Wilhelmina Hill, educational specialists. Valuable source of ideas for class projects in teaching about water and minerals, forests, nature areas and wildlife. Many California programs described, others adaptable. 75c.

In line with conservation and life in the out-of-doors, Association Press, New York, has brought out two books, both hardcover, which should be of interest: *The Complete Book of Campfire Programs* by LaRue A. Thurston, ideas for all kinds of camps and campers. Leadership, planning and physical arrangements are covered as well as ideas for campfire programs. 312 pp., \$5.95.

The other book is *Book of Indian Life. Crafts*, for hobbyists of all ages, with instructions for useful educational projects reflecting authentic personal and village activities of many tribes. 253 pp., \$5.95.

Galloway Publishing Company, Plainfield, New Jersey, has also published the 1958 edition of *Camp Reference and Buying Guide*, compiled by the editors of *Camping Magazine*. \$2.

The fifth edition of *Sources of Information and Unusual Services* is now available at \$2.50 from the publisher, Informational Directory Company, 200 West 57th Street, New York 19. It is a guide to information, pamphlets and services available from organizations and agencies in the U.S., arranged by subject.

Some months ago, this column mentioned a publication of the American Textbook Publishers Institute, *The Encyclopedia—*

A Key to Effective Teaching. ATPI indicates that with demand continuing after distribution of 130,000 copies, they will now offer it at cost. Single copy, 25c. Quantity prices on request from ATPI, 432-4th Avenue, New York 16.

American Heritage, the hard-cover magazine of history, may soon have a sister publication devoted to arts and culture, past and present. Plans are not yet settled, but if public reaction indicates an interest, first edition may come out this September.

New American Library plans to launch a history of scientific thought this fall in its Mentor paperback series. Era covered will be from the fifth century B.C. to Einstein. Giorgio de Santillana of MIT will be general editor. Outstanding science educators have been commissioned to write the new series. Numerous NAL publications have already been commended by the American Association for the Advancement of Science.

California State Department of Education has published a 50-page booklet, **Scholarships—A Guide for Counselors, Parents, Students, Teachers**. The booklet encourages qualified students to obtain a college education and suggests procedures for reaching career decisions. A limited number has been printed, but larger school districts may reproduce all or parts as required. Copies may be obtained from the Coordinator of Teacher Recruitment, State Department of Education, 721 Capitol Avenue, Sacramento 14.

New catalogs or book lists are now obtainable from:

- Columbia University Press, 2960 Broadway, New York 27.
- University of Michigan Press, Ann Arbor, Michigan.
- St. Martin's Press, 103 Park Avenue, New York 17.
- Association Press, 291 Broadway, New York 7.
- Holiday House, 8 W. 13th St., New York 11.
- E. P. Dutton and Company, 300 Fourth Avenue, New York 10.
- Junior Literary Guild, Garden City, New York.
- Longmans, Green & Co., Inc., 55 Fifth Avenue, New York 3.

Educational television sells books in the San Francisco Bay Area as the result of the "Books and Authors" program on KQED San Francisco (channel 9). A recent issue of **Publishers' Weekly** devotes four pages to the story. Of special interest to educators are the results of a study of the audience for educational TV, made by The Institute for Communication Research at Stanford, under Wilbur Schramm. The size of the audience was estimated at 30-40% of Bay Area television homes—in this case, between 160,000 and 240,000 homes. Comparison of viewers and non-viewers of Ed-TV reveals that viewers are more apt to be: college educated, readers of hard news and editorials in newspapers; collectors of classical records; opera and symphony goers. The "Books and Authors" show has been on television since 1956. Current moderator is Jack Geoghegan, sales representative for Doubleday.

—V. L. T.



CLASSIFIED ADVERTISING is \$2.00 a line, with a 3-line minimum. Count 35 characters and spaces for first line, 52 for each succeeding. Cash must accompany order. Address CTA JOURNAL Classified Advertising, 693 Sutter St., San Francisco 2, Calif. No box numbers care of the Journal, please.

EDUCATIONAL AIDS

FELLOW TEACHERS! April brings Public Schools Week. Let April shower your classroom with COLOR! Use felt-nibbed TINTINK—set of 8 colors \$3.00 plus 12c tax. TINTINK, 112 Golden Gate, Belvedere, Calif.

MUSICAL RECORDERS ! ! ! Woodwind, Pearwood, Bag cleaning swab and instructions C.O.D. \$2.00, Flies 25c ! ! ! Song Whistle 25c ! ! ! Calliope Whistle 20c ! ! ! Trombone Flute 20c ! ! ! Extra set of five files 75c for quantities write Bronen's Music Co., 1133 Simpson St., Bronx, N. Y.

BOOKPLATES, BOOKMARKS

FREE CATALOG showing scores of beautiful designs and a clever "Book Lender's Record." Write Antioch Bookplates, 218 Xenia Ave., Yellow Springs, Ohio.

HERE I FELL ASLEEP stamped in gold on genuine leather book mark. Handsome design. (6 1/2" x 2"). 25c each. All orders promptly filled. Order from BOOKS UNLIMITED, 30 Roff Ave., Palisades Park, New Jersey.

AUDIO VISUAL

EDUCATIONAL FILMS OF MERIT

Curriculum-coordinated motion pictures for sale and rent, made by leading independent producers, designed for specific needs of teachers and students. Write for free 1958 catalog. BAILEY FILMS, INC., 6509 De Longpre Ave., Hollywood 28, California.

BETTER TEACHING WITH CORONET FILMS

Teachers! Request free copy of 1958-59 Coronet Catalog describing more than 695 carefully planned educational films in color. Write CRAIG CORPORATION, 3410 So. La Cienega Blvd., Los Angeles 16, Calif. State your school and class you teach.

MISCELLANEOUS

STOP OVERPAYING YOUR INCOME TAX. Use Redners TAX-SAVING Record: itemize deductions as they occur; easy transfer to 1040 Form; BIG SAVINGS on many allowable deductions you may overlook; send \$1 to Redners Tax Records, 115 New Montgomery, San Francisco.

NEW TWIN-THREAD SHEER NYLON HOSIERY guaranteed to 8 months. The world's only nylon hosiery guaranteed against runs and snags. Details free. Coastal Buying Service, Box 1052, Dept. C, Santa Cruz, Calif.

FILM DEVELOPING

ECONOMICAL and so convenient by mail! 8-expos. roll, jumbo size 49c; 12, 69c. 20-expos. roll, \$1.25. Free mailers on request. Thrifty Photo Service, Dept. CTA-4, Box 275, San Francisco 1, Calif.

BOOKS, PUBLICATIONS

NATIONAL GEOGRAPHIC MAGAZINES 1888-1957, any issue, send wants, free lists. Periodical Service, Box 465-CT, Wilmington, Del.

THE TEACHER'S CODE. Handbook on the Code of Ethics for California teachers—its importance, interpretation and enforcement. Send 50c to CTA for your copy.

PERSONALS

FEEL THE NEED FOR GREATER INCOME!

Summer vacation affords you the opportunity to learn professional life insurance underwriting. Our office has an opening for an executive-type young man whose ability has been proven in the teaching profession. We use scientific methods to determine aptitudes and interests for life insurance. Success will bring substantial compensation coupled with future management opportunities. Write D. M. Lawrence, 6363 Wilshire Blvd., Los Angeles 48, Calif. or phone WE 3-7503.

RIDE, FISH, SWIM, LOAF in Washington's enchanted high Cascades. Adults only. Rates and descriptive literature on request to Double K Mountain Ranch, Goose Prairie, Washington.

TRAVEL clean with modern TRAVEL-SOAP. Fine lanolin-enriched concentrated soap in handy tube, created especially for travelers at home and abroad. Keeps hands really clean and lotion smooth. \$1.25 each. TRAVEL SOAP CO., Box 400, Ann Arbor, Michigan.

RUSSIA. Teacher-Student conducted tours to the USSR. Six departures, summer, 1958. Visit the capital cities, the countryside. Brussels Worlds Fair included. Rates from \$1369. Also around the world Christian Seminar, and Holy Land Seminars. Write Maupintours, 1236 Massachusetts St., Lawrence, Kansas; or see your local travel agent.

MAKE YOUR JOB A LITTLE EASIER

Personalized stationery with your school name and address gives authority to notes to parents and brings results when writing for teaching materials. Your name, school, grade or subject and school address on 100 high quality letterheads and envelopes beautifully printed in azure blue.....\$3.50. The Treasure Trove, Box 3014, Albuquerque, New Mexico.

HELP WANTED

NEEDED IMMEDIATELY: capable persons as local agts. for tour agcy. arranging tours includ. Brussels World Fair, Lourdes & others. Xlnf. oppr. Full or pt.-time. Ans. Box 667 Beverly Hills, Calif.

MONTECITO SEQUOIA CAMPS: Qualified Counselors 21-35 yrs. Boys 10 wks. Mins.; Girls 8 wks. Ocean. Suc. exper. nec. 300 Hof Springs, Santa Barbara.

AUTHORS: TALENT GOING TO WASTE?

If you are the talented author of an unpublished manuscript, let us help gain the recognition you deserve. We will publish your BOOK—we will edit, design, print, promote, advertise and sell it! Good royalties.

Write for FREE copy of
How To Publish Your Book
COMET PRESS BOOKS, Dept. CT-4
200 Varick St., N. Y. 14

WESTERN NATURE STUDY



New Free Catalog #6
Exciting 4-Color Calif.
Wildlife Map!
Many new items for
the new school year.
NATUREGRAPH CO.
San Martin, Calif.



26th Annual INSTITUTE OF NATURE STUDY AND CONSERVATION at Santa Barbara August 4-16

Study and relax in an ideal vacation setting where seashore and mountains become your laboratory and playground.

Field classes and workshops in

Seashore Life Native Birds
Native Plants Rocks and Minerals
Astronomy

Elementary Science Methods
Conservation Principles
Organisms and Their Environment

Conservation stressed in
every field class.

Afternoon sessions on subjects of
general natural history interest.

2 semester units of credit

Leisure time for participation in famous
Old Spanish Days Fiesta, tours of beautiful
estates and new University of California
campus, camping trips, grunion
runs, sports and theatrical events.

Mail coupon for more detailed
information.

University of California Extension
129 E. Carrillo Street
Santa Barbara, California

Please send me complete information on
the 1958 Institute of Nature Study and
Conservation at Santa Barbara.

Name
Address
City
State

Teaching Aids

AUDIO- VISUAL

A department on teaching films
conducted by H. Barret Patton

• • •

TOY TIGER; RAWHIDE YEARS; SIMON
& LAURA; CONGO CROSSING. Four
entertainment films: 88 min., 85 min., 91
min., and 97 min., respectively. Produced
by Universal-International and J. Arthur
Rank Productions. Available from United
World Films, Inc., 6610 Melrose Ave.,
Los Angeles 38.

TOY TIGER is the story of a small boy
who invents an explorer-hunter father so
that he won't feel left out when other boys
at school talk about their dads.

RAWHIDE YEARS tells of Missouri
River steamboat days (1870's). A gambling
adventurer is forced to lead the life of a
fugitive when unjustly implicated in a
crime by a band of river pirates.

SIMON & LAURA hilariously spoofs the
television industry—story of a young couple
whose business is making their private lives
public.

CONGO CROSSING is a modern drama
of intrigue, suspense and romance in the
wild Dark Continent — a battle for power
in a lawless land.

MAKING WOOD SCULPTURE WITH
FILES. Film: 13-min.; color \$135, pri-
mary; a Three Rivers production; Paul
Cox, 5620 Hollywood Blvd., Hollywood
28.

A boy is taught to carve wood with a
file; he shapes a horse, learns about the
special strengths and weaknesses of his
material and how they affect his design.
Shows small sculptures in different woods.
all made exclusively with files.

AMERICAN HARVEST. Film: 30 min.,
color, available for loan through Photo
& Sound Co., 116 Natoma St., San Fran-
cisco 5.

Shows our nation's people working to-
gether to produce the comforts and con-
veniences of modern living. Pictures Amer-
ica's vast natural resources and its scenic
beauty.

BACKGROUND FOR BEAUTY. Film: 18
min., color, available for loan through
Photo & Sound Co., 116 Natoma St.,
San Francisco 5.

Gorgeous views of flower seed breeding,
performance trials, and production fields,
explaining some of the mysteries of hybrid-
ization and development of new varieties.
Many beautiful close-ups of flowers and
attractive home garden scenes showing
various uses of annuals.

CARDBOARD CUT-OUT LETTERS

Redikut Letters for Audio-Visual Aids, Bulletin
Boards, Exhibits, Posters, Letter Patterns, Signs,
Displays, etc. Available in nine popular sizes,
nine standard colors and also the uncolored
letters. Write for samples, brochure and prices.

THE REDIKUT LETTER COMPANY

185 North Prairie Ave. Hawthorne, California

Handbook of remedial reading
material \$1.00
Reading Record and basic word list... 1.00
Multiplication record 1.00

PRACTICAL AIDS COMPANY

Estacada, Oregon



SUMMER SESSION

in
SANTA BARBARA

June 23 - August 1

(six weeks)

The Campus-by-the-Sea
UNIVERSITY OF CALIFORNIA
SANTA BARBARA COLLEGE

- Teaching Credential Programs:
Kindergarten-Primary
Elementary
Junior High
General Secondary
Special Secondaries
- Wide variety of offerings in all departments of
instruction.
- New Dining Commons now open for first time.
Residence hall accommodations available.
- Campus beach and pool open to students. Com-
munity offers rich program of cultural events.

GRADUATE SEMINARS

Advanced curriculum development seminars will
be offered in SCIENCE & MATHEMATICS, and
in SOCIAL SCIENCES, each scheduled for three
weeks.

Registrar, University of California
Santa Barbara College, Goleta, Calif.

Please send 1958 Summer Session Bulletin
to:

Name

Address

City & State

☐ Also send housing information.

(Coupon may be pasted on postcard)

THE BUMBLEBEE. Film: 11 min., color \$100, B&W \$50, Murl Deusing Film Productions, 5325 West Van Beck Ave., Milwaukee 14, Wisc.

Ten years of patient photography went into this production. Every aspect of the life of the bumblebees is shown in close up detail—hibernation through the winter; hunting for a nesting site in spring; the honey pot, larval broods and bees emerging from cocoons; the strange story of the kidnapped queen; the pollination of the red clover.

BETTER GARDENS FOR BETTER LIVING. Film: 20 min., color, for loan through Photo & Sound Co., 116 Natoma St., San Francisco 5.

How vegetables are raised for seed; how weak strains are eliminated and new ones developed. Proper care in raising and testing seed-producing vegetables is shown, along with an excellent example of a home garden.

CAREERS IN THE BUILDING TRADES (Basic Skills). Film: 1 reel, B&W \$55, color \$100, Junior High, Senior High, Coronet; Craig Corporation, 149 New Montgomery St., San Francisco; 3410 So. La Cienega Blvd., Los Angeles.

At a summer job on a construction site, Bob observes the carpenter, plumber, bricklayer, electrician, painter, plasterer, and glazier at work. He discovers that his interests and aptitudes fit him for a vocation in the building trades and, when he returns to school, finds that each of his subjects will contribute to this future work.

CREATURES OF THE DESERT. Film: 1 reel, B&W \$57.50, Color \$125; Middle Grades and High School; Young America; Photo & Sound Co., 116 Natoma St., San Francisco 5.

An exciting camera story of the variety of animals that live in the desert areas of the American Southwest, pointing out how these animals have special adaptations to enable them to survive in the hot, dry climate.

THE MEDIEVAL KNIGHTS. Film: 22 min., Color \$240, B&W \$120, Middle, Junior High, Senior High, College, Adult; Lu Harrison, Encyclopaedia Britannica Films, Inc., 7250 MacArthur Blvd., Oakland.

Describes the development of the social class of knights in the 12th and 13th Centuries and then follows one knight through his apprenticeship in arms, first as a page, then as a squire. The story ends with a detailed illustration of the knighting ceremony. The film was photographed in several medieval castles in France.

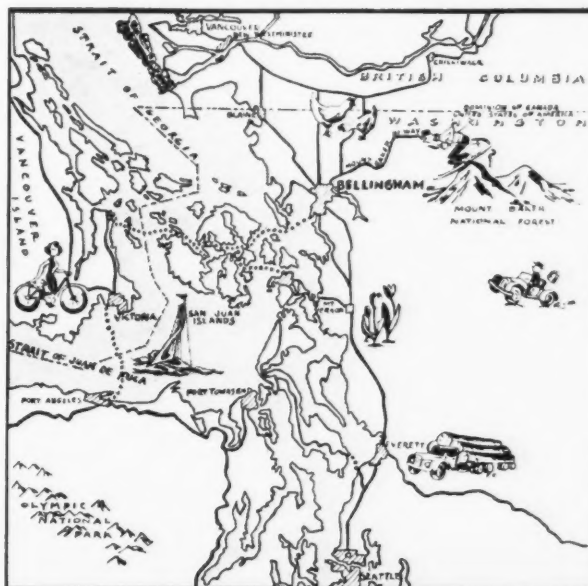
SATIRE DEMONSTRATES AUDIO-VISUAL METHODS

"TEACHERS?" is a 13-minute sound 16-mm. color or black and white production which presents several unique concepts about teaching with considerable showmanship and provocation. Startlingly different, it satirizes four types of teachers:

1. Miss Haggard, the "do as I say, not as I do" type;

Summer School on Upper Puget Sound

An Outstanding Educational Program in a Matchless Natural Setting
Summer Temperature 63 - 76 Degrees



FOR INFORMATION WRITE THE REGISTRAR

WESTERN WASHINGTON COLLEGE OF EDUCATION

Bellingham, Washington

TWO SESSIONS

Six Weeks

June 23-Aug. 1

Nine Weeks

June 23-Aug. 22

B. A. in Education,
Ed. M. and B. A.
Degrees

Washington Certification

Varied Workshops

Conferences

MEXICO VACATION STUDY TOUR

UNIVERSITY OF MEXICO

JUNE 23 THRU AUGUST 17

Earn Credits — Additional Benefits
and Have Plenty of Fun

56 days only \$498

—INCLUDES—

- ★ Air Transportation
- ★ Room and Board
- ★ Tourist Card
- ★ Three Week-end Trips
- ★ Tuition
- ★ Insurance Policy (Life and Medical)

SPACE IS VERY LIMITED

MAIL THIS COUPON TODAY FOR FOLDER
AND FULL INFORMATION

EMPIRE TRAVEL

Educational Tour Dept.
1112 Market Street, San Francisco 2, California

Please mail me full information and folder on University of Mexico Study Tour—(please print)

Name _____

Street _____

City _____

ATTENTION!!!!

Inquire regarding FREE vacation trip for tour leaders and organizers.

Profit Three Ways at SOUTHERN CALIFORNIA Summer Sessions

June 23 to Aug. 1; Aug. 4 to Aug. 30

Study with a
Distinguished
Faculty

Graduate and undergraduate courses are offered in every academic field.

View Art,
Science,
and Industry
in Action

All the arts and skills find application in nearby studios, research centers, and industries.

Enjoy
Unequaled
Recreational
Opportunities

Beaches, mountains, and notable entertainment centers abound.

... And freeways lead to the campus!

For
Descriptive
Bulletin SS-10
write to:

Dean of Summer Session
University of Southern California
Los Angeles 7, California

HUMAN RELATIONS WORKSHOP

From July 28 to August 29, the Human Relations Center for Training and Research of Saint Louis University, in conjunction with Mexico City College, will conduct a Human Relations Workshop in Group Guidance on the Mexico City College campus. The Workshop carries 6 hours of credit. The fee of \$365 includes tuition, board and room while in Mexico City, specified field trips, transp. from San Antonio and ret. via American Airlines, and one hour of daily instruction in Spanish for participants who wish such instruction. The group will meet at San Antonio on July 28.

The Workshop is intended for teachers, principals, superintendents of schools, hospital administrators, nurses, community workers and all persons interested in studying the concepts and basic skills which have to do with interpersonal and intergroup relations.

To obtain further information write:

Trafford P. Maher, S.J.
Director, Department of Education, Human
Relations Center for Training and Research
15 North Grand Boulevard
Saint Louis 3, Missouri

EUROPE

via TWA

Immaculate Heart Tour

Lourdes Centennial
Brussels World's Fair
First Class Hotels.

The Best of Everything in Europe

60 days — \$1528

DREWES TOURS

10804 Ashby Avenue, Los Angeles 64, Calif.

University of ALASKA 1958 SUMMER SESSION

June 30 - August 8

Post-Session
"Workshop on Alaska"
August 11-15

For information write airmail

Director of Summer Sessions
UNIVERSITY OF ALASKA
College, Alaska

2. Mrs. Barlett, the efficient "we have to cover the material" type;
3. Miss Tomlinson, the sweet "I want to be liked" type; and
4. Miss Smith, the effective but "Audio-Visual sinner" type.

The portrayal of the four teachers is done by an accomplished actress who plays all the larger-than-life roles in a satire that is performed with rare skill and is realistic enough for pre-service and in-service teachers to identify the characters and situations. But it is also fantastic and far enough removed from reality to stop short of teachers developing feelings of guilt or personal attachment. It is therefore, this most unique



"Do-as-I-say" type

quality that makes "Teachers?" provocative, challenging and stimulating. Within this context the teacher education film differs from other films by being more than a portrayal of how or how not to teach; it holds before each teacher (viewer) a mirror of teaching, and asks, "Is this you?"

This film is worthy of special consideration because it has a novel approach in communication. In a clever vicarious approach, it initiates a series of searching questions: "Am I really like this teacher?" or "Well, if I'd been Miss Tomlinson, I'd have.....?" and so on. Herein lies the unique flavor of this powerful film.

This unique film created favorable interest among members of the teacher education staff at University of California. Dr. James C. Stone, director of teacher education, and Dr. Stanley B. Brown, head of audio-visual education at the Berkeley campus, jointly wrote this brief review. The film was made by Larry Dawson Productions, 617 Mission St., San Francisco 5.

GUADALAJARA SUMMER SCHOOL

The accredited bilingual school sponsored by the Universidad Autonoma de Guadalajara and members of Stanford University faculty will offer in Guadalajara, Mexico, June 30-August 9, courses in art, folklore, geography, history, language and literature, \$225 covers tuition, board & room. Write Prof. Juan B. Rael, Box K, Stanford University, Calif.

UCLA SUMMER SESSION — HOUSING

Furnished singles — accommodate 2
Furnished 1-Bdrm — accommodate 3
Sundecks, new building, laundry fac.

Garages \$115—\$150 Full Kitchens
Westwood Property Management
1001 Gayley Los Angeles 24, Calif.

FOLK DANCE RECORDS

For Grades 3 thru 6

Length of dance is suitable for age level. There is a definite and easy to follow beat. Detailed instruction for dances conveniently printed on record sleeve.

Record #707 (Varsovienne (Put Your Little Foot), Heel and Toe Polka), Record #708 (Cottonseed Joe, La Rapa).

Record #711 (Bleking, Csebogor, The Wheat, Schottische for Four).

Regular price \$1.59 each.
SPECIAL 30-DAY OFFER
\$1.25 each or 3 for \$3.00 ppd.

10" 78 rpm break-resistant plastic. Send cash, check or money order.

Russell Records, Inc.

2480 Thompson Blvd.
Dept. T-4 Ventura, Calif.



THE CHRISTIAN SCIENCE MONITOR

an international daily newspaper

You'll find The Christian Science Monitor informative, refreshing and entertaining. Its editorials are penetrating and thought-provoking. Its news reports are complete and well-rounded. Its reviews of new books, plays and movies are reliable. Excellent daily source material for Social Science, Government, World Affairs, and many other courses.

As a teacher, you may subscribe for one-half the regular rate: 12 full months for only \$9. Simply fill in the coupon below and send it with your remittance.

THE CHRISTIAN SCIENCE MONITOR

One, Norway St., Boston 15, Mass.

I am enclosing \$9 for a yearly subscription for The Christian Science Monitor at the special school rate.

Name

Street

School or College Position

City Zone State

CTA-4

yours ... for the asking

When using coupon below, please print your name and address. Be careful to show only the address to which you wish material sent. If time is important, write directly to advertiser. When you use the coupon for several items, your name will be passed on to the advertisers who will send the material.

137. **The Wheels of Progress.** A 16-page cartoon-type booklet, with Study Guide, dealing with railroads and twelve basic industries. Class quantities of pupil booklet on subsequent request. (Association of American Railroads)

138. **Catalogs on Summer Sessions** offering complete programs for teachers at Los Angeles or Santa Barbara in So. California and at Berkeley or Davis in No. California. (UCLA)

139. **The Traveler's Friend**, 28-page, purse-size booklet of tips for the traveler. Includes dollar exchange values and time changes all over the world, equivalents in weights and measures, space for itinerary, record of expenses, and suggestions on gratuities. (First National City Bank of New York)

13. **Help! Help! Help!** Booklet for persons who have written mss. and are interested in book publication. (Greenwich Book Publishers)

16. **List of hard-to-find teaching material aids** assembled by teachers for teachers. Whatever your need, you will want this list of reasonably priced aids in your file. (Practical Aids Co.)

55. **Samples with brochure and pieces on cardboard cut out letters for use on bulletin boards, exhibits and posters.** (The Red-ink Letter Co.)

79. **Webster Number Line.** Special teaching device which can be used by teachers to clearly show pupils all the basic arithmetic steps. Designed to be tacked or taped above chalkboard and is perfect device for helping boys and girls see that arithmetic has meaning and is challenging and enjoyable. (Webster Publishing Co.)

94. **France**, 24-page booklet, in color, with charming cover and inside illustrations by well-known French artists, beautiful photographs, and much helpful information on what to see and look for in France. (French National Railroads)

95. **Wonderful Wyoming Package**, 4-color, 32-page "Wyoming Wonderland" listing Wyoming vacation highlights by Area; factual "Wyoming Historical Handbook," "Wrangler" and "Comic Book" picture-filled, map-filled factual presentations of Wyoming history, culture, geography; official State Highway Map; "Wyoming Accommodations," which lists every motel, hotel, dude ranch, resort, lodge,

campsite in the State. (Wyoming Travel Commission)

146. **Every Class Can Study the Geophysical Year.** A pamphlet explaining the purpose of IGY and including topics on the earth, the sun, cosmic rays, weather, rockets and satellites. (Field Ent. Educ. Corp.)

114. **Catalog.** In the Graduate Summer School for Teachers students major in two or more related subjects drawn from the liberal arts curriculum. New Majors in art and mathematics are offered this year. (Wesleyan University)

119. **Oil Pictures**, a 25-page booklet illustrating with pictures, maps and charts the wide sweep of the oil industry. Available to teachers, and in limited quantity for student use. (Standard Oil Company of California)

131. **Folders** outlining plans and itineraries for escorted tours to Western USA, Florida-Havana, Metropolitan East, Eastern Canada and Black Hills-Yellowstone. Indicate in which part of the country you are interested. (Continental Trailways Lines)

125. **Important Facts About Utah.** A handy booklet which tells about the history, scenic points, and economy of this great western state. (Utah Tourist and Publicity Council)

71. **Travel Information on European tour** sponsored by Loyola Univ. and CTA-SS. 45 actual land days, low cost, limited number. (Comparative Education Tours)

83. **Free folders on teacher tours to Europe, Hawaii, Far East.** Also Easter Week Tour to Mexico. (Hilton Tours)

128. **Complete brochure** describing your summer in Hawaii. Summer School optional. (University Study Tours)

129. **Alaskan Summer School.** Starting June 30, or post-session August 11. Complete information. (Univ. of Alaska)

134. **Summer session.** On arts, music, drama, conservation and natural science. Adult and children's programs. (Idyllwild Arts Foundation)

148. **Information on how to earn college credit by visiting California's Wonderlands.** (West Coast Nature School)

149. **Detailed folders on tours all over the world for college credit.** (World Travel Tours).

150. **Summer sessions information on varied programs in teacher education.** (College of the Pacific)

67. **Brochure on tour through Europe and a corner of Africa.** Describes itinerary and gives costs for 20 countries in 70 days, summer 1958. (Europe Summer Tours)

143. **Packet** containing catalogue and additional brochures and circulars describing texts and workbooks on elementary and high school levels. (Laidlaw Brothers)

151. **Brochure on Human Relations Workshop at Mexico City College, Mexico City.** (Saint Louis University)

153. **Catalog of Educational Dance Records.** A list of Dance Records designed especially for kindergarten and elementary grades. Folk songs and singing games also listed. List of over 200 popular tap and ballet dance records also included. (Russell Records)

GRAND TOUR OF
EUROPE
In Small Groups of Eight
61 Days — \$1195
HAROLD B. ERICKSON
Asst. Prof. of Education, Occidental College
1327 Montecito Circle
Los Angeles 31, California

Polar Flight to Europe
Fast, Direct, Fabulous
THE BEST OF EVERYTHING IN EUROPE!
64 days
\$1658 from West Coast
DREWES TOURS
10804 Ashby Avenue, Los Angeles 64, Calif.

EUROPE
Summer 1958 — 9 Weeks
We'll see the usual, plus North Africa, Yugoslavia, East Germany, Czechoslovakia, Berlin, and Denmark. A low-priced, different kind of trip for the young in spirit who don't want to be herded around. Write to:
EUROPE SUMMER TOURS
255 Sequoia (Box 3) Pasadena, Calif.

USE THIS COUPON

State Teachers Magazines, Inc.
Dept. C, 307 N. Michigan Avenue
Chicago 1, Illinois

Available in
School year of
1957-58 only.

Send me the items covered by the numbers circled. I indicate quantity desired where more than one copy is available. 3c is enclosed for each number circled.

137.	138.	139.	13.	16.	55.	79.	94.
95.	146.	114.	119.	131.	125.	71.	83.
128.	129.	134.	148.	149.	150.	67.	143. 151. 153.

Name.....

Subject.....Grade.....

School Name.....

School Street Address.....

City....., California

Enrollment: Boys.....Girls.....

editorial postscript



EVERYBODY wants to talk about the schools. Newspapers and magazines give us the last word on curriculum and contention. As appropriate postscripts to major educational news of the month, here are a few opinions heard and seen.

The theme was repeatedly stated at San Francisco's AASA convention—and at a session of the Legislature—that we would face economic and social revolution if we should abandon the basic concept of public education for all our citizens. But in the face of this cherished assumption is the current idea expressed by the board of education of Wichita, Kansas (and shared by many teachers):

"High school administrators and teachers are not required or expected to subject themselves to abuse, annoyance, and interruption of their normal teaching functions by irresponsible students, who apparently have no desire for education and whose parents evince little interest in implementing the discipline which the school system finds necessary to employ. Such children should be given a reasonable chance to improve their conduct, but if it continues to interfere, they are to be dropped from the school system and their parents so notified."

Commissioner Lawrence G. Derthick, using as illustration the historic assumption that Sparta fell because an elite crops of warriors built a narrow society which excluded others, concludes his argument by saying:

"Our troubles begin when we fail to support strong schools for all."

Crash programs on science and math are still popular themes for political pronouncement. Most respected voices among educators and scientists urge broad "toughening" of curricula. For instance, Arno Jewett, specialist for language arts of the U.S. Office of Education, writes:

"No nationwide effort to educate more scientists, mathematicians, and engineers

can succeed unless students also develop the language skills they need to comprehend and report scientific and mathematical information. Not even the Army can make an effective soldier out of a functional illiterate; it must first teach him the basic skills of reading and writing."

It is unfair and illogical for critics to blame the schools for juvenile delinquency. Church and school leaders have undertaken great responsibilities and social agencies have tried correctional practices on a rising youth crime wave. I like the words of Richard Evans, famous KSL voice, who puts his finger on the real need of youth, the answer to delinquency at all age levels:

"One of the richest rewards of parents is to have young people want to come, want to bring their friends to a home where all feel wanted and welcome. Home should be a place of mutual responsibility and respect, of encouragement and cooperation and counsel, of integrity, of willingness to work, of discipline when necessary, with the tempering quality of love added to it, with sense of belonging, and with someone close to talk to. In such homes can be solved many of the social problems without so much outside seeking for the solution."

I had just read T. C. Coleman's manuscript on the article which we print in this issue when a Los Angeles teacher sent me January American Legion Magazine, which contains an article by Teacher Thomas P. Ramirez, "I'll Take Teaching". In describing the reasons why he prefers the classroom to a better-paying sales job, he touches a point we often try to hide:

"Time, time, and more time. Time to be free, time to putter around the house, to fish, to travel, to loaf, to be with your family. Actually a teacher works only 180 days a year, spreading this over nine months. The average wage earner works 246 days, making the teacher a freer man by some 60-odd days. Right away the summer job problem rears its ugly head. But it is for the individual teacher to choose between "things" and time. Perhaps I'm lazy; perhaps I want to enjoy life a little more. I chose time."

Dr. Gordon's sprightly article in this issue about do-it-yourself statistics (proving that a Ph.D. need not lean on abstruse pedagogy) reminds me of USOE Fact Sheet No. 5 which informs:

"In American high schools in the fall

of 1956 there were 2,776,000 enrolled in the 11th and 12th grades, with 830,000 studying science and 659,000 studying mathematics."

I knew you'd be glad to have these figures.

Highly esteemed Dr. James B. Conant, former Harvard president and former ambassador to West Germany, spent most of last month in California. Some of his intellectual grace and sound common sense rubbed off on a lot of people. When the shrill voice of panic rose, his calm New England language cut away inconsistencies and irrelevancies, bringing his hearers the serenity of wisdom. His theme was normally a program for the academically gifted pupil and when asked how these young people should be selected, he was heard to quote:

"In guiding pupils toward advanced work in mathematics, counsellors should look for "the three M's" — mentality, maturity, and motivation."

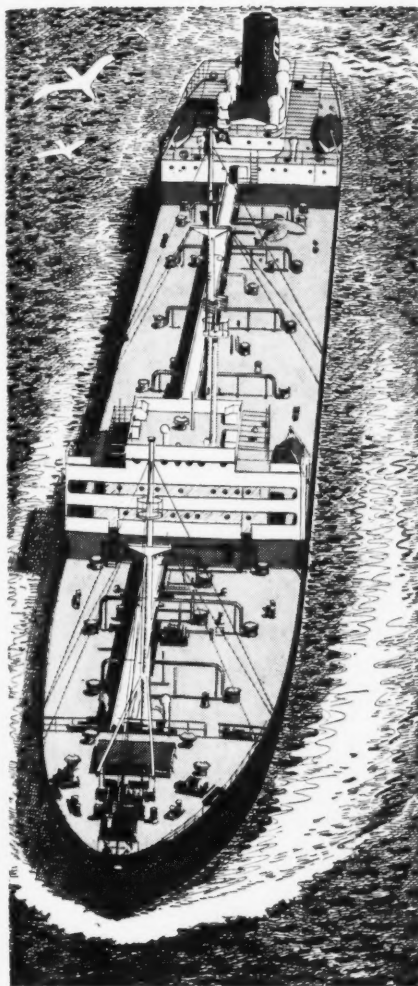
When asked to comment on parental pressures and ability groupings, Dr. Conant had this to say:

"Programs labelled "academic" or "college preparatory" tend to attract the less able students because of the parents' desire for prestige. The labels convey social distinction, which should be minimized as far as possible. The school can well proclaim that every student is taking a course of study suitable to his or her needs; and, at the same time, if an excellent guidance system is in operation, it will turn out that the academically able students are taking a tough program. . . . The able should be receiving instruction in separate sections and the very slow readers should be receiving a different type of instruction conducted by specially competent teachers. . . . A mistaken analysis of the social effects of heterogeneous grouping has been the most serious block to a necessary improvement of the school."

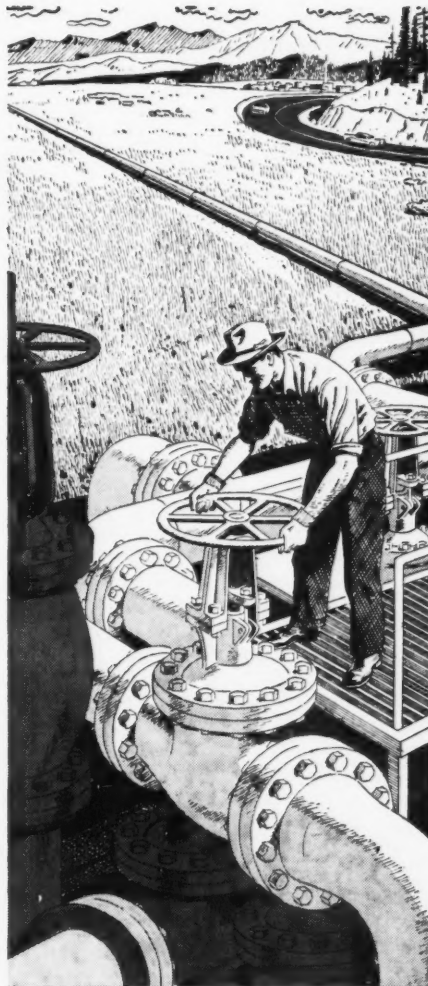
• • • • •

The rains are over and the California hills are green. The sky is blue and Spring beckons from the far horizons. When opinion becomes an opiate and controversy becomes corrosive, it's time to go to the Wide Open Places. Individually, quietly, with solid earth underfoot, with sunlight in your face and a breeze in your hair, there you find your answers. Pardon me, I can't make the committee meeting; I've got a date.

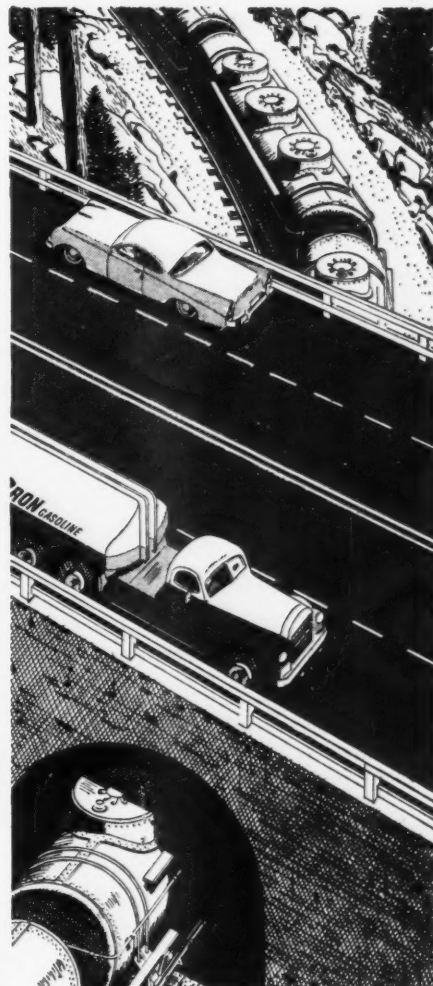
How Standard's busy transportation system helps hold down prices of petroleum products



Twenty-six Standard Tankers—plus others that we charter—sail the seas to keep crude oil moving to refineries and more than a hundred finished products returning to customers. A supertanker can hold enough gasoline to run your car over 10,000 years. On inland waters, tugs, barges and smaller tankers take over the transport job.



Rivers of crude oil and products flow through 3364 miles of pipelines that Standard operates in the Western hemisphere. Also, we pay to send products through other companies' pipelines. They in turn use our lines. Through these "steel arteries," oil is pumped over mountains, as high as 9500 feet, under rivers and through deserts.



Miles of railroad cars, thousands of trucks, trailers, and semi-tank trucks move finished products to distribution points, service stations, airports, marine stations, farms, factories and military installations. Standard either operates or leases nearly every form of transportation to keep vital oil supplies moving.

What's today's biggest travel bargain?—petroleum's trip from oil well to refinery to you, a journey that often covers thousands of miles by land, water and underground. To keep the "fare" low, Standard serves the Western hemisphere with a network of tankers, trucks, tank cars and pipelines.

They move oil in huge quantities carefully scheduled to match production at the well, refining capacity and our customers' needs. This far-flung transportation job is done at a cost so low it amounts to a fraction of the price per gallon—generally less than you pay to mail a postcard.

It's one way we work to keep down the price of the gasoline you buy.

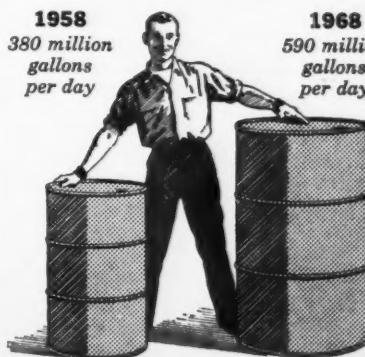
STANDARD OIL COMPANY OF CALIFORNIA
plans ahead to serve you better

Petroleum progress means...

Transportation to deliver the 55% more oil U.S. will use by 1968

1958
380 million
gallons
per day

1968
590 million
gallons
per day





25,000 CTA and CSTA members save up to 40% on car insurance in California Casualty Plan

JACK REES, President, California Teachers Association

* If eligible—see coupon below

SEE HOW MUCH YOU CAN SAVE!!!

Convince yourself that this insurance is best for CTA and eligible CSTA members. No matter when your present policy expires, fill in and return the reply form today for details and costs of 3 suggested plans for your particular car.



1. COMPARE THE SAVINGS

★ **INITIAL DISCOUNT** is 30% off standard, or "Board," rates on major coverages!

This discount is additional to the standard reduction of 25 per cent for added pleasure cars and 10 per cent for driver training, subject to policy provisions.

★ **CURRENT DIVIDEND** is 22%.

The California Casualty Teachers Plan dividend, paid at policy expiration, has averaged over 23 per cent of premium for all policy-holders for the entire 7 years the plan has been in operation!

★ **TOTAL SAVING** should average over 40 per cent of standard rates!

Even members who are now insured by "non-Board" companies at sub-standard rates can expect to save up to 20 per cent!

2. COMPARE THE PROTECTION

★ **BROAD-FORM NON-ASSESSABLE** policies offer the best and most complete insurance, bar none!

Special coverages at no additional cost include \$10-per-day auto rental reimbursement if your car is stolen, theft of personal property from unattended locked car, and protection against uninsured drivers.

3. COMPARE THE SERVICE

★ **MORE THAN 2,000 ADJUSTERS** provide day-and-night claims service throughout the U. S. and Canada!

Towing and roadside service is available little as \$2 extra premium.

4. COMPARE THE PAY PLAN

★ **YOUR CHOICE OF PAY PLAN**—60-day, semi-annual, or quarterly.

5. COMPARE THE STABILITY

★ **ONLY** Automobile Insurance Plan approved by State Council of Education

★ **UNDERWRITTEN** by California Casualty Indemnity Exchange, one of the safest!

6. COMPARE THE EXTRAS

★ **ADDITIONAL SAVINGS** to 40% available to CTA home owners and on fire and other insurance for home personal property (see inside front cover)

After retirement you may continue in California Casualty at standard rates and probable 20 per cent dividends.

CUT ALONG THIS LINE AND MAIL TODAY

CALIFORNIA CASUALTY INDEMNITY EXCHANGE—TEACHERS PLAN • 417 SOUTH HILL STREET, LOS ANGELES 13 • 22 BATTERY STREET, SAN FRANCISCO

YES, I AM INTERESTED. . . In your plan which may save me 40 per cent on car insurance. Please send me details, including your costs and estimated savings for my particular car. *This request does not obligate me to become a policyholder.*

(To quote **LOWEST RATES** to which you are entitled we must have **ALL** data requested.)

Teachers Name _____ Age _____ Birth Date _____ School Name _____ School City _____
Spouse's Name _____ Age _____ Birth Date _____ Spouse's Occupation _____ Employer _____

Residence Address: No. and Street _____ City _____ Zone _____ Home Phone No. _____

Are there OTHER male drivers of THIS vehicle residing in household? If "yes," give age _____ Birth Date _____ Principal Driver ☐ Occasional Driver ☐ (Check One)

Car Year _____ Make _____ Model (Bel Air, Customline, etc.) _____ Body Type _____ No. of Cyls. _____

Date Purchased _____ Motor No. _____ Is car usually driven to work? (Yes or No) _____ If "Yes," is distance ONE way, under 10 miles? (Yes or No) _____
(If none, give serial or ID number)

Is car also used in spouse's occupation? _____ School Phone No. _____ Latest CTA or CSTA No. _____
(Yes or No) (All policyholders must be CTA or CSTA members)

ESSENTIAL! Date Present Policy Expires _____ Do you own other cars? (Yes or No) _____
(If you do not have a policy, write "None")

If CSTA, date started or will start student teaching _____ Company(ies) Now Insured By _____
(Eligible only if have completed, are now student teaching, or will start within 30 days from date of policy)

OFFICE USE

Terr. _____ Cl. _____
Sym. _____
Coil. _____

C-4-58

For IMMEDIATE COVERAGE phone collect: Los Angeles — MADison 6-1461; San Francisco — SUTter 1-2600

